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Supreme Court Opinion on Little Rock Schools, September 29, 1958

As a service to readers, Social Education here reprints the full text of the Supreme Court's opinion on Little Rock schools, September 29, 1958.

AS THIS case reaches us it raises questions of the highest importance to the maintenance of our federal system of government. It necessarily involves a claim by the Governor and legislature of a State that there is no duty on State officials to obey federal court orders resting on this Court's considered interpretation of the United States Constitution.

Specifically, it involves actions by the Governor and legislature of Arkansas upon the premise that they are not bound by our holding in *Brown v. Board of Education*, 347 U. S. 483. That holding was that the Fourteenth Amendment forbids States to use their governmental powers to bar children on racial grounds from attending schools where there is State participation through any arrangement, management, funds or property. We are urged to uphold a suspension of the Little Rock school board's plan to do away with segregated public schools in Little Rock until State laws and efforts to upset and nullify our holding in *Brown v. Board of Education* have been further challenged and tested in the courts. We reject these contentions.

The case was argued before us on Sept. 11, 1958. On the following day we unanimously affirmed the judgment of the Court of Appeals for the Eighth Circuit, which had reversed a judgment of the District Court for the Eastern District of Arkansas, 163 F. Supp. 13. The District Court had granted the application of the petitioners, the Little Rock School Board and school superintendent, to suspend for two and one-half years the operation of the school board's court-approved desegregation program. In order that the school board might know, without doubt, its duty in this regard before the opening of school, which had been set for the following Monday, Sept. 15, 1958, we immediately issued the judgment, reserving the expression of our supporting views to a later date.

The following was the Court's *per curiam* opinion:

The Court, having fully deliberated upon the oral arguments had on Aug. 28, 1958, as supplemented by the arguments presented on Sept. 11, 1958, and all the briefs on file, is unanimously of the opinion that the judgment of the Court of Appeals for the Eighth Circuit judgment of the Court of Appeals for the Eighth Circuit of Aug. 18, 1958, must be affirmed.

In view of the imminent commencement of the new school year at the Central High School of Little Rock, Ark., we deem it important to make prompt announcement of our judgment affirming the Court of Appeals. The expression of the views supporting our judgment will be prepared and announced in due course.

It is accordingly ordered that the judgment of the Court of Appeals for the Eighth Circuit, dated Aug. 18, 1958, reversing the judgment of the District Court for the Eastern District of Arkansas, dated June 20, 1958, be affirmed, and that the judgments of the District Court for the Eastern District of Arkansas, dated Aug. 28, 1956, and Sept. 3, 1957, enforcing the school board's plan for desegregation in compliance with the decision of this Court in *Brown v. Board of Education*, 347 U. S. 483; 349 U. S. 294, be reinstated. It follows that the order of the Court of Appeals dated Aug. 21, 1958, staying its own mandate, is of no further effect.

The judgment of this Court shall be effective immediately, and shall be communicated forthwith to the District Court for the Eastern District of Arkansas.

This opinion of all of the members of the Court embodies those views.

The following are the facts and circumstances so far as necessary to show how the legal questions are presented.

On May 17, 1954, this Court decided that enforced racial segregation in the public schools of a State is a denial of the equal protection of the laws enjoined by the Fourteenth Amendment.

Brown v. Board of Education, 347 U. S. 483. The Court postponed, pending further argument, formulation of a decree to effectuate this decision. That decree was rendered May 31, 1955. *Brown v. Board of Education*, 349 U. S. 294.

In the formulation of that decree, the Court recognized that good-faith compliance with the principles declared in *Brown* might in some situations "call for elimination of a variety of obstacles in making the transition to school systems operated in accordance with the constitutional principles set forth in our May 17, 1954, decision." The Court went on to state:

"Courts of equity may properly take into account the public interest in the elimination of such obstacles in a systematic and effective manner. But it should go without saying that the vitality of these constitutional principles cannot be allowed to yield simply because of disagreement with them.

"While giving weight to these public and private considerations, the courts will require that the defendants make a prompt and reasonable start toward full compliance with our May 17, 1954, ruling.

"Once such a start has been made, the courts may find that additional time is necessary to carry out the ruling in an effective manner. The burden rests upon the defendants to establish that such time is necessary in the public interest and is consistent with good faith compliance at the earliest practicable date. To that end, the courts may consider problems related to administration, arising from the physical condition of the school plant, the school transportation system, personnel, revision of school districts and attendance areas into compact units to achieve a system of determining admission to the public schools on a nonracial basis, and revision of local laws and regulations which may be necessary in solving the foregoing problems." 349 U. S., at 300-301.

Under such circumstances, the district courts were directed to require "a prompt and reasonable start toward full compliance," and to take such action as was necessary to bring about the end of racial segregation in the public schools "with all deliberate speed." *Ibid.*

Of course, in many locations, obedience to the duty of desegregation would require the immediate general admission of Negro children, otherwise qualified as students for their appropriate classes, at particular schools. On the other hand, a district court, after analysis of the relevant factors—which, of course, excludes hostility to racial desegregation—might conclude that justifi-

cation existed for not requiring the present non-segregated admission of all qualified Negro children. In such circumstances, however, the court should scrutinize the program of the school authorities to make sure that they had developed arrangements pointed toward the earliest practicable completion of desegregation, and had taken appropriate steps to put their program into effective operation.

It was made plain that delay in any guise in order to deny the constitutional rights of Negro children could not be countenanced, and that only a prompt start, diligently and earnestly pursued, to eliminate racial segregation from the public schools could constitute good faith compliance. State authorities were thus duty bound to devote every effort toward initiating desegregation and bringing about the elimination of racial discrimination in the public school system.

On May 20, 1954, three days after the first *Brown* opinion, the Little Rock district school board adopted, and on May 23, 1954, made public, a statement of policy entitled "Supreme Court Decision—Segregation in Public Schools." In this statement the board recognized that "It is our responsibility to comply with Federal Constitutional Requirements and we intend to do so when the Supreme Court of the United States outlines the method to be followed."

Thereafter the board undertook studies of the administrative problems confronting the transition to a desegregated public school system at Little Rock. It instructed the superintendent of schools to prepare a plan for desegregation, and approved such a plan on May 24, 1955, seven days before the second *Brown* opinion. The plan provided for desegregation at the senior high school level (grades 10 through 12) as the first stage. Desegregation at the junior high and elementary levels was to follow.

It was contemplated that desegregation at the high school level would commence in the fall of 1957, and the expectation was that complete desegregation of the school system would be accomplished by 1963. Following the adoption of this plan, the superintendent of schools discussed it with a large number of citizen groups in the city. As a result of these discussions, the board reached the conclusion that "a large majority of the residents" of Little Rock were of "the belief . . . that the plan, although objectionable in principle," from the point of view of those supporting segregated schools, "was still the best for the interests of all pupils in the district."

Upon challenge by a group of Negro plaintiffs desiring more rapid completion of the desegregation process, the District Court upheld the school board's plan, *Aaron v. Cooper* 143 F. Supp. 855. The Court of Appeals affirmed. 243 F. 2d 361. Review of that judgment was not sought here.

While the school board was thus going forward with its preparation for desegregating the Little Rock school system, other State authorities, in contrast, were actively pursuing a program designed to perpetuate in Arkansas the system of racial segregation which this Court had held violated the Fourteenth Amendment.

First came, in November, 1956, an amendment to the State constitution flatly commanding the Arkansas General Assembly to oppose "in every constitutional manner the unconstitutional desegregation decisions of May 17, 1954, and May 31, 1955, of the United States Supreme Court," Ark. Const. Amend. 44, and, through the initiative, a pupil assignment law, Ark. Stat. 80-1519 to 80-1524. Pursuant to this State constitutional command, a law relieving school children from compulsory attendance at racially mixed schools, Ark. Stat. 80-1525, and a law establishing a State Sovereignty Commission, Ark. Stat. 6-801 to 6-824, were enacted by the General Assembly in February, 1957.

The school board and the superintendent of schools nevertheless continued with preparations to carry out the first stage of the desegregation program. Nine Negro children were scheduled for admission in September, 1957, to Central High School, which has more than 2,000 students. Various administrative measures, designed to assure the smooth transition of this first stage of desegregation, were undertaken.

On Sept. 2, 1957, the day before these Negro students were to enter Central High, the school authorities were met with drastic opposing action on the part of the Governor of Arkansas, who dispatched units of the Arkansas National Guard to the Central High School grounds, and placed the school "off limits" to colored students. As found by the District Court in subsequent proceedings, the Governor's action had not been requested by the school authorities, and was entirely unheralded. The findings were these:

"Up to this time [September 2], no crowds had gathered about Central High School and no acts of violence or threats of violence in connection with the carrying out of the plan had occurred. Nevertheless, out of an abundance of caution, the school authorities had frequently conferred

with the Mayor and Chief of Police of Little Rock about taking appropriate steps by the Little Rock police to prevent any possible disturbances or acts of violence in connection with the attendance of the nine colored students at Central High School.

"The mayor considered that the Little Rock police force could adequately cope with any incidents which might arise at the opening of school. The Mayor, the Chief of Police, and the school authorities made no request to the Governor or any representative of his for State assistance in maintaining peace and order at Central High School. Neither the Governor nor any other official of the State Government consulted with the Little Rock authorities about whether the Little Rock police were prepared to cope with any incidents which might arise at the school, about any need for State assistance in maintaining peace and order, or about stationing the Arkansas National Guard at Central High School." *Aaron v. Cooper*, 156 F. Supp. 220, 225.

The board's petition for postponement in this proceeding states: "The effect of that action [of the Governor] was to harden the core of opposition to the plan and cause many persons who theretofore had reluctantly accepted the plan to believe that there was some power in the State of Arkansas which, when exerted, could nullify the federal law and permit disobedience of the decree of this [district] court, and from that date hostility to the plan was increased and criticism of the officials of the [school] district has become more bitter and unrestrained."

The Governor's action caused the school board to request the Negro students on September 2 not to attend the high school "until the legal dilemma was solved." The next day, Sept. 3, 1957, the board petitioned the District Court for instructions, and the court, after a hearing, found that the board's request of the Negro students to stay away from the high school had been made because of the stationing of the military guards by the State authorities. The court determined that this was not a reason for departing from the approved plan, and ordered the school board and superintendent to proceed with it.

On the morning of the next day, Sept. 4, 1957, the Negro children attempted to enter the high school but, as the District Court later found, units of the Arkansas National Guard "acting pursuant to the Governor's order, stood shoulder to shoulder at the school grounds and thereby forcibly prevented the nine Negro students . . . from entering," as they continued to do every school

day during the following three weeks. 156 F. Supp., at 225. That same day, Sept. 4, 1957, the United States Attorney for the Eastern District of Arkansas was requested by the District Court to begin an immediate investigation in order to fix responsibility for the interference with the orderly implementation of the District Court's direction to carry out the desegregation program. Three days later, September 7, the District Court denied a petition of the school board and the superintendent of schools for an order temporarily suspending continuance of the program.

Upon completion of the United States Attorney's investigation, he and the Attorney General of the United States, at the District Court's request, entered the proceedings and filed a petition on behalf of the United States, as *amicus curiae* [friend of the court], to enjoin the Governor of Arkansas and officers of the Arkansas National Guard from further attempts to prevent obedience to the court's order.

After hearings on the petition, the District Court found that the school board's plan had been obstructed by the Governor through the use of National Guard troops, and granted a preliminary injunction on Sept. 20, 1957, enjoining the Governor and the officers of the Guard from preventing the attendance of Negro children at Central High School, and from otherwise obstructing or interfering with the orders of the court in connection with the plan. 156 F. Supp. 220, affirmed *Faubus v. United States*, 254 F. 2d 797. The National Guard was then withdrawn from the school.

The next school day was Monday, Sept. 23, 1957. The Negro children entered the high school that morning under the protection of the Little Rock police department and members of the Arkansas State police. But the officers caused the children to be removed from the school during the morning because they had difficulty controlling a large and demonstrating crowd which had gathered at the high school. 163 F. Supp., at 16.

On September 25, however, the President of the United States dispatched federal troops to Central High School and admission of the Negro students to the school was thereby effected. Regular Army troops continued at the high school until Nov. 27, 1957. They were then replaced by federalized National Guardsmen who remained throughout the balance of the school year. Eight of the Negro students remained in attendance at the school throughout the school year.

We come now to the aspect of the proceedings presently before us. On Feb. 20, 1958, the school board and the superintendent of schools filed a petition in the District Court seeking a postponement of their program for desegregation. Their position in essence was that, because of extreme public hostility, which they stated had been engendered largely by the official attitudes and actions of the Governor and the legislature, the maintenance of a sound educational program at Central High School, with the Negro students in attendance, would be impossible.

The board therefore proposed that the Negro students already admitted to the school be withdrawn and sent to segregated schools, and that all further steps to carry out the board's desegregation program be postponed for a period later suggested by the board to be two and one-half years.

After a hearing, the District Court granted the relief requested by the board. Among other things, the court found that the past year at Central High School had been attended by conditions of "chaos, bedlam, and turmoil"; that there were "repeated incidents of more or less serious violence directed against the Negro students and their property"; that there was "tension and unrest among the school administrators, the classroom teachers, the pupils, and the latter's parents, which inevitably had an adverse effect upon the educational program"; that a school official was threatened with violence; that a "serious financial burden" had been cast on the School District; that the education of the students had suffered "and under existing conditions will continue to suffer"; that the board would continue to need "military assistance or its equivalent"; that the local police department would not be able "to detail enough men to afford the necessary protection"; and that the situation was "intolerable." 163 F. Supp., at 20-25.

The District Court's judgment was dated June 20, 1958. The Negro respondents appealed to the Court of Appeals for the Eighth Circuit and also sought there a stay of the District Court's judgment. At the same time they filed a petition for certiorari in this Court asking us to review the District Court's judgment without awaiting the disposition of their appeal to the Court of Appeals, or of their petition to that court for a stay. That we declined to do. 357 U. S. 566.

The Court of Appeals did not act on the petition for a stay but on Aug. 18, 1958, after convening in special session on August 4 and hearing the appeal, reversed the District Court.

On Aug. 21, 1958, the Court of Appeals stayed its mandate to permit the school board to petition this Court for certiorari. Pending the filing of the school board's petition for certiorari, the Negro respondents, on Aug. 23, 1958, applied to Mr. Justice Whittaker, as Circuit Justice for the Eighth Circuit, to stay the order of the Court of Appeals withholding its own mandate and also to stay the District Court's judgment.

In view of the nature of the motions, he referred them to the entire Court. Recognizing the vital importance of a decision of the issues in time to permit arrangements to be made for the 1958-59 school year, see *Aaron v. Cooper*, 357 U. S. 566, 567, we convened in special term on Aug. 28, 1958, and heard oral argument on the respondents' motions, and also argument of the Solicitor General who, by invitation, appeared for the United States as *amicus curiae*, and asserted that the Court of Appeals' judgment was clearly correct on the merits, and urged that we vacate its stay forthwith.

Finding that respondents' application necessarily involved consideration of the merits of the litigation, we entered an order which deferred decision upon the motions pending the disposition of the school board's petition for certiorari, and fixed Sept. 8, 1958, as the day on or before which such petition might be filed, and Sept. 11, 1958, for oral argument upon the petition. The petition for certiorari, duly filed, was granted in open Court on Sept. 11, 1958, and further arguments were had, the Solicitor General again urging the correctness of the judgment of the Court of Appeals. On Sept. 12, 1958, as already mentioned, we unanimously affirmed the judgment of the Court of Appeals in the *per curiam* opinion set forth in the margin at the outset of this opinion.

In affirming the judgment of the Court of Appeals which reversed the District Court we have accepted without reservation the position of the school board, the superintendent of schools, and their counsel that they displayed entire good faith in the conduct of these proceedings and in dealing with the unfortunate and distressing sequence of events which has been outlined. We likewise have accepted the findings of the District Court as to the conditions at Central High School during the 1957-58 school year, and also the findings that the educational progress of all the students, white and colored, of that school has suffered and will continue to suffer if the conditions which prevailed last year are permitted to continue.

The significance of these findings, however, is to be considered in light of the fact, indisputably revealed by the record before us, that the conditions they depict are directly traceable to the actions of legislators and executive officials of the State of Arkansas, taken in their official capacities, which reflect their own determination to resist this Court's decision in the *Brown* case and which have brought about violent resistance to that decision in Arkansas.

In its position for certiorari filed in this Court, the school board itself describes the situation in this language: "The legislative, executive, and judicial departments of the State government opposed the desegregation of Little Rock schools by enacting laws, calling out troops, making statements vilifying federal law and federal courts, and failing to utilize State law-enforcement agencies and judicial processes to maintain public peace."

One may well sympathize with the position of the board in the face of the frustrating conditions which have confronted it, but, regardless of the board's good faith, the actions of the other State agencies responsible for those conditions compel us to reject the board's legal position.

Had Central High School been under the direct management of the State itself, it could hardly be suggested that those immediately in charge of the school should be heard to assert their own good faith as a legal excuse for delay in implementing the constitutional rights of these respondents, when vindication of those rights was rendered difficult or impossible by the actions of other State officials. The situation here is in no different posture because the members of the school board and the superintendent of schools are local officials; from the point of view of the Fourteenth Amendment, they stand in this litigation as the agents of the State.

The constitutional rights of respondents are not to be sacrificed or yielded to the violence and disorder which have followed upon the actions of the Governor and legislature. As this Court said some 41 years ago in a unanimous opinion in a case involving another aspect of racial segregation: "It is urged that this proposed segregation will promote the public peace by preventing race conflicts. Desirable as this is, and important as is the preservation of the public peace, this aim cannot be accomplished by laws or ordinances which deny rights created or protected by the Federal Constitution." *Buchanan v. Warley*, 245 U. S. 60, 81.

Thus law and order are not here to be preserved by depriving the Negro children of their constitutional rights. The record before us clearly establishes that the growth of the board's difficulties to a magnitude beyond its unaided power to control is the product of State action. Those difficulties, as counsel for the board forthrightly conceded on the oral argument in this Court, can also be brought under control by State action.

The controlling legal principles are plain. The command of the Fourteenth Amendment is that no "State" shall deny to any person within its jurisdiction the equal protection of the laws. "A State acts by its legislative, its executive, or its judicial authorities. It can act in no other way. The constitutional provision, therefore, must mean that no agency of the State, or of the officers or agents by whom its powers are exerted, shall deny to any person within its jurisdiction the equal protection of the laws. Whoever, by virtue of public position under a State government . . . denies or takes away the equal protection of the laws, violates the constitutional inhibition; and as he acts in the name and for the State, and is clothed with the State's power, his act is that of the State. This must be so, or the constitutional prohibition has no meaning." *Ex parte Virginia*, 100 U. S. 339, 347.

Thus the prohibitions of the Fourteenth Amendment extend to all action of the State denying equal protection of the laws, whatever the agency of the State taking the action—see *Virginia v. Rives*, 100 U. S. 313; *Pennsylvania v. Board of Directors of City Trusts of Philadelphia*, 353 U. S. 230; *Shelley v. Kraemer*, 334 U. S. 1; or whatever the guise in which it is taken—see *Derrington v. Plummer*, 240 F. 2d 922; *Department of Conservation and Development v. Tate*, 231 F. 2d 615.

In short, the constitutional rights of children not to be discriminated against in school admission on grounds of race or color declared by this Court in the *Brown* case can neither be nullified openly and directly by State legislators or State executive or judicial officers, nor nullified indirectly by them through evasive schemes for segregation whether attempted "ingeniously or ingenuously." *Smith v. Texas*, 311 U. S. 128, 132.

What has been said, in the light of the facts developed, is enough to dispose of the case. However, we should answer the premise of the actions of the Governor and legislature that they are not bound by our holding in the *Brown* case. It is necessary only to recall some basic constitu-

tional propositions which are settled doctrine.

Article VI of the Constitution makes the Constitution the "supreme law of the land." In 1803, Chief Justice Marshall, speaking for a unanimous Court, referring to the Constitution as "the fundamental and paramount law of the nation," declared in the notable case of *Marbury v. Madison*, 1 Cranch 137, 177, that "it is emphatically the province and duty of the judicial department to say what the law is." This decision declared the basic principle that the federal judiciary is supreme in the exposition of the law of the Constitution, and that principle has ever since been respected by this Court and the country as a permanent and indispensable feature of our constitutional system.

It follows that the interpretation of the Fourteenth Amendment enunciated by this Court in the *Brown* case is the supreme law of the land, and Article VI of the Constitution makes it of binding effect on the States "anything in the constitution or laws of any State to the contrary notwithstanding." Every State legislator and executive and judicial officer is solemnly committed by oath taken pursuant to Article VI, Paragraph 3 "to support this Constitution." Chief Justice Taney, speaking for a unanimous Court in 1859, said that this requirement reflected the framers' "anxiety to preserve it [the Constitution] in full force, in all its powers, and to guard against resistance to or evasion of its authority, on the part of a State. . . ." *Ableman v. Booth*, 21 How. 506, 524.

No State legislator or executive or judicial officer can war against the Constitution without violating his undertaking to support it. Chief Justice Marshall spoke for a unanimous Court in saying that "if the legislatures of the several States may, at will, annul the judgments of the courts of the United States, and destroy the rights acquired under those judgments, the Constitution itself becomes a solemn mockery. . . ." *United States v. Peters*, 5 Cranch 115, 136.

A Governor who asserts a power to nullify a federal court order is similarly restrained. If he had such power, said Chief Justice Hughes, in 1932, also for a unanimous Court, "it is manifest that the fiat of a State Governor, and not the Constitution of the United States, would be the supreme law of the land; that the restrictions of the Federal Constitution upon the exercise of State power would be but impotent phrases. . . ." *Sterling v. Constantin*, 287 U. S. 378, 397-398.

(Concluded on page 380)

The Great Depression of 1929

Thomas C. Mendenhall

THE great depression of 1929 offers at once a challenge and an opportunity to any teacher of history or social studies. Here is an example of multiple causation which can do much to rid the student of that very human desire to oversimplify, to see one explanation where many are needed. Here is an example of the limited, if convenient value of the so called fields or divisions of history—economic or political, for instance, since these two fields become inextricably blended in any study either of the causes or the results of the great depression. Here is an example, finally, of world history in the best sense of that over-worked adjective, for the great depression cannot rightly be understood solely in the context either of European or American history. To show the interaction of Ethiopia and the N.R.A. or the connection between the price of A. T. & T. stock in the fall of 1929 and the triumph of Adolf Hitler may tax a teacher's skill, but, if done successfully, can go far to equip the student to comprehend his own world.

This complexity of the subject dominates any attempt to establish a useful bibliography. On the one hand lie the hidden reefs of economics and political science where either an overly-professional vocabulary or the limited concern of the specialist can wreck the merely curious voyager. And on the other hand, the teacher must learn to take his bearings on a variety of marks in order to sail a true course. Many of the most recent textbooks in American or European history, either general or economic history,¹ have useful sections on their part of the subject, accompanied by selected bibliographies. Probably the single most useful bibliographical aid is

the three volumes published by the Council of Foreign Relations.² Foreign affairs are interpreted in the widest possible sense, to include not only domestic developments within the separate countries or areas but also historical developments since 1914. The list is both selected and annotated; so with a careful eye to the convenient cross-references, a useful short list of titles on any part of this vast subject can be quickly assembled. Although many of the references are necessarily scholarly, or hard to find, or in foreign languages, the brief notes show what might be available and of immediate use. Careful study of these volumes, especially the second one, can go far to arrange and outline this complex topic as well as provide the teacher with the best view of it as a whole.

An historian tends next to seek for origins. Immediately he encounters some of the overwhelming difficulties which haunt this particular subject. Although the first war represents a watershed of obvious proportions, there is the usual question of immediate *versus* remote causes. Then again arises the distinction between economic and political causes which was perhaps maintained more doggedly in the post-Versailles period than is the case today.

At present, while not minimizing the effects of World War I, historians tend to root the problems of the twenties—economic, political, and even the general social *malaise*—in the period before 1914.³ While still the possible object of nostalgia and envy, the pre-war years are now seen to have engendered many of the later com-

¹ S. E. Morison and H. S. Commager. *The Growth of the American Republic*. Vol. II, (1950); R. R. Palmer. *History of the Modern World* (1950); H. V. Faulkner. *American Economic History* (sixth edition, 1949); E. C. Kirkland. *A History of American Economic Life* (revised edition, 1951); W. Bowden, M. Karpovich, and A. P. Usher. *An Economic History of Europe Since 1750* (1937); H. Heaton. *Economic History of Europe* (revised edition, 1948).

² *Foreign Affairs Bibliography*, Vol. I (1919-1932), W. W. Langer and H. F. Armstrong, editors. (1933); Vol. II (1932-1942), R. G. Woobert, editor. (1945); Vol. III (1942-1952), H. L. Roberts, editor. (1955).

³ For instance, H. Arendt, *The Origins of Totalitarianism* (1951). Or A. M. Schlesinger, Jr. *The Crisis of the Old Order* (1957).

In this, the concluding article of a series appearing during the current year, the author takes another look at the Great Depression. *Social Education* is deeply indebted to Dr. Thomas C. Mendenhall, Associate Professor of History at Yale University, who secured the articles in this series from his colleagues at Yale, and served as general editor for the entire series.

plications of totalitarianism, nationalism, and unbalanced economies.⁴ Depressions, for instance, were hardly a post-1919 development. Patterns of business cycles were identified and studied in the nineteenth century, and, at least from 1857 on depressions were felt to be increasingly worldwide in scope.

Although the men of Versailles were quickly accused of ignoring economic realities in their zeal for national self-determination or compensation,⁵ the effects of the war and the peace conference have long been identified: the incredible destruction of men and material; the dislocation of a world economy and monetary system; the power vacuum created by the Russian Revolution and the collapse of the Central empires; the birth-pains, both political and economic, of the new treaty states; the postponed problem of reparations; the ambiguities surrounding the birth of the League, including the persistence of older, alternative roads to security, and the shock of the United States' withdrawal into isolationism.⁶ The perpetuation of all these issues, unsolved or postponed, into the twenties heightens the pathos of the prevailing illusion of the time that they were somehow being met.

In estimating the more immediate causes of the great depression, one must turn first to economic affairs, while recognizing that the political events of the time were as often a cause as they were an effect during the whole period.⁷ After

⁴ J. M. Keynes, *The Economic Consequences of the Peace* (1920), points out in the first chapter some of the underlying weaknesses of the pre-1914 economy.

⁵ Keynes, *op. cit.*, heralds the disillusionment of the liberal idealists with Versailles. See also H. Nicolson, *Peacemaking* (1933, 1939).

⁶ F. S. Marston, *The Peace Conference of 1919* (1944), on the Conference itself. P. Birdsall, *Versailles Twenty Years After* (1941), reviews the Conference and its major decisions in the light of the period between the wars. A. L. Bowley, *Some Economic Consequences of the Great War* (1930), provides a still-useful summary.

⁷ *The Survey of International Affairs* (1925-), published by the Royal Institute of International Affairs, represents a most useful annual survey from 1920-1940. Each volume contains a convenient chronology of events. The first volume reviews the period 1920-1923. The survey then proceeds annually. The growing realization that politics, both domestic and international, are inseparable from economics is reflected in the changing make-up of the individual volumes. Up to 1929 economic affairs received no separate notice. The 1929 volume was the first to include an economic section, which in 1930 became the introduction to the volume and remained so through the 1935 volume. These annual reviews of world economic affairs, all by H. V. Hodson, were later pulled together into a book (see note 8).

1919 anything like complete economic recovery from the vast disorganization of the war years was prevented, first, by the unhappy prevalence of economic nationalism in the form of high tariffs among the successor states. Then, internal and external debts, together with reparations continued to exercise a baneful effect on fiscal systems and money markets alike. The highly nationalistic and uncoordinated reconstruction of currencies in the twenties contributed to instability and deflation. This last, together with a remarkable advance in productivity, especially in raw-material producing industries, meant a long-run decline in commodity prices. In the prevailing atmosphere of economic nationalism, despite a host of economic conferences and the illusion of recovery after 1924, the true nature of these economic difficulties either was not recognized or was met with only a partial or nationalist solution.

A glance at the internal history of the various states or the relations between states in the decade 1919-29 suffices to show both the inextricable relationship of these economic factors to the political developments of the time and the degree to which the latter were often in fact producing the former.⁸ Already in Italy or some of the successor states economic distress was combining with political inexperience to enable totalitarianism to triumph over more constitutional or democratic regimes. And the rise and fall of the League's fortunes, the hesitant efforts at disarmament, or the irreconcilable elements in the British and French views on security were just some of the factors tending to perpetuate economic insecurity. That the United States had chosen formally to separate itself from the League, if not from European policies generally, was a contributing circumstance, just as the particular brand of superficial optimism and satisfied materialism which pervaded the age of Calvin Coolidge was to help usher in the debacle which followed.⁹

The honeymoon was over in 1929, which date, as Professor Galbraith reminds us, is becoming

⁸ H. V. Hodson, *Slump and Recovery, 1929-1937* (1938), begins with an excellent review of the economic background of the 1929 slump.

⁹ For the internal history of the different countries, see the bibliographies in the textbooks cited in note 1. For international relations, a convenient summary is G. M. Gathorne-Hardy, *A Short History of International Affairs, 1920 to 1934* (First edition, 1934; Fourth Edition, 1920-1939-1952); or W. E. Rappard, *The Quest for Peace* (1940); or the *Foreign Affairs Bibliographies* (see note 2).

one of those unforgettable figures (1066, 1789, 1914, etc.) around which private lives and human history, in the west at least, have polarized. In any discussion of the 1929 slump the debate centers more on the particular sequence of events, especially the location in this sequence of the collapse of the American stock market, rather than on the events themselves. Mr. Hodson calls the Wall Street crash the last sod in the dyke to go; Professor Galbraith would probably accept this image, but would insist that the crash was in no way secondary in the context of the American depression. Furthermore, speculative booms and collapses have traditionally had more of a tidal-wave effect on societies (governments included) than most other economic phenomena. *The Great Crash, 1929* is not only the most succinct description of a fabulous event but also holds a wistful fascination for anyone who lived through the period.¹⁰ In particular, the author stresses the importance not so much of cheap money (which was obviously a factor in drying up international credit and tying the world to the American sky-rocket) but rather of the fact that the boom was characterized by the yield of a stock becoming less important than the quick chance for capital gain. Made possible by trading on margin, this ballooned up the market to the absurd point where any halt in the rise of stock prices would produce a severe and sustained collapse.

Meanwhile, the dyke had been so weakened that the American crash combined immediately with the other factors in the situation to produce a world-wide economic slump of unparalleled breadth, depth, and duration. The fall in prices, especially of raw materials, and the industrial recession were well under way by 1929. World credit conditions were visibly worsening; debtor countries were vainly attempting to enlarge their export balances. In such a situation the repercussions of the Wall Street crash were world-wide and immediate. This collapse, primarily in prices and markets, proceeded up through 1930. Already many of the economic hallmarks of the nationalism of the thirties, especially prohibitive tariffs and bilateral trading, were becoming apparent. Already its political implications as well were becoming painfully evident. In the United States, over eight million people became unemployed by the end of 1930; Germany showed about the same figure; and

Britain had almost two million on the dole. As a result, existing governments desperately sought and tried moderate panaceas, while extremists or demagogues, like the National Socialists or Huey Long, saw the worsening conditions play into their hands.

In 1931 the downward movement in prices, production, trade, and employment was joined by a collapse of the financial, credit and banking system—internal and international. All flowed together in “a turbulent stream,” as Arnold Toynbee called it in this “*annus terribilis*.”¹¹ The collapse of the largest bank in Austria, the *Credit Anstalt*, in May triggered a series of events—a similar failure in Germany and the British abandonment of the gold standard in September—which not even the Hoover moratorium on inter-governmental debts could arrest. By the end of the year, ten European countries were off gold. Although the United States’ strength as a creditor nation delayed our experiencing the full effects of the monetary crisis, it was only a question of time. In March, 1933, the banking crisis forced us to stop the export of gold. The fact that fiscally each nation was now reduced to seeking its own solution to currency depreciation was dramatically shown by the shipwreck of the World Economic Conference of 1933 at London, largely by the United States whose new President frankly announced that the times were not yet ripe for international collaboration in currency stabilization.

The “*annus terribilis*” also witnessed the beginning of the Manchurian incident (September 18), a case of blatant aggression which broke the existing systems of security and peaceful settlement and was to inspire an ever bolder series of imitations in the next eight years.

There is neither time nor place to review here the details of the thirties. Already the main outlines are clear: an economic depression of unprecedented proportions whose solution cried out for collaboration at the international level but which in fact engendered only the most nationalistic of efforts. Recovery, of course, was to come, often only through rearmament which brought further complications in its train; in 1933 through defaults on debts and reparations and currency depreciation, the financial crisis was lessened; on the domestic scene the energies of

¹⁰ J. K. Galbraith. *The Great Crash, 1929* (1955).

¹¹ *The Survey of International Affairs for 1931* (see note 7) has an excellent narrative of the events of this year.

the various "new deal" governments were able to conscript capital, organize social services, and pump transfusions of government money into the local body economic with considerable success. But international trade languished, save for bilateral efforts of a barter sort; unemployment persisted; agriculture remained depressed; and inordinate amounts of capital insisted on taking refuge in savings rather than in venturing either at home or abroad. This last fact, together with the vast extent of the great depression, also contributed to a revolution in economic thought.¹²

If the teacher of history or social studies will take the trouble to disentangle the economic events of 1929-39, both the internal history of Europe and the United States as well as the background of World War II should take on new meaning. The New Deal, American isolationism, the rise of Hitler, Ethiopia, Pilsudski, Munich, all are part of a whole. Students often seem determined to oversimplify history. Such a

¹² The historian should try to understand the revolution in thinking about economics which is generally associated with the name of J. M. Keynes. His own works, save his essays, remain forbiddingly professional, but many popularizations exist: L. R. Klein, *The Keynesian Revolution* (1949), and *The New Economics*, S. E. Harris, editor (1947) are helpful. R. F. Harrod, *The Life of John Maynard Keynes* (1951) is the portrait of an age and a class as well as the biography of a great and fascinating man.

wide-ranging treatment of this decade should provide them with a salutary lesson.

Bibliographical Note: The footnotes throughout the text have suggested readings for the teacher. Certainly many of them could be easily and profitably used by the high school student. One area of the great depression—social history—has only incidentally been touched so far. The most scholarly treatment is Dixon Wecter, *The Age of the Great Depression, 1929-1941* (1948) which has a most useful critical essay on authorities. A comparable, if less scholarly, work on Great Britain is R. Graves and A. Hodge, *The Long Weekend: A Social History of Great Britain, 1918-1939* (1940).

More informal and impressionistic but very vivid are the works of F. L. Allen on the United States: *The Lords of Creation* (1935), *Only Yesterday, an Informal History of the Nineteen-Twenties* (1931), and *Since Yesterday, The Nineteen-Thirties in America*. The two books by R. S. Lynd and H. M. Lynd, *Middletown* (1929) and *Middletown in Transition* (1937), are the works of trained sociologists which provide a unique case-study of the impact of the depression on a single community. For England, J. B. Priestley, *English Journey* (1934), and George Orwell, *The Road to Wigan Pier* (1937), are more personal history but very useful. A similar work for the Deep South is James Agee, *Let Us Now Praise Famous Men* (1941).

Finally the student should be urged to savor the novels: Richard Wright, *Native Son* (1940); John Dos Passos, *The 42nd Parallel* (1930), and *Big Money* (1930); John Steinbeck, *The Grapes of Wrath* (1939); and Robert Cantwell, *Land of Plenty* (1934) are merely some of many. A. Kazzin, *On Native Grounds* (1942), is probably the best guide to the prose of the period. A useful guide to the availability of the novels and other books in cheap editions is *Paperbound Books in Print*, published semi-annually by R. R. Bowker, New York City.

SUPREME COURT OPINION ON LITTLE ROCK SCHOOLS

(Continued from page 376)

It is, of course, quite true that the responsibility for public education is primarily the concern of the States, but it is equally true that such responsibilities, like all other State activity, must be exercised consistently with federal constitutional requirements as they apply to State action.

The Constitution created a Government dedicated to equal justice under law. The Fourteenth Amendment embodied and emphasized that ideal. State support of segregated schools through any arrangement, management, funds, or property cannot be squared with the Amendment's command that no State shall deny to any person within its jurisdiction the equal protection of the laws.

The right of a student not to be segregated on racial grounds in schools so maintained is indeed

so fundamental and pervasive that it is embraced in the concept of due process of law. *Bolling v. Sharpe*, 347 U. S. 497.

The basic decision in *Brown* was unanimously reached by this Court only after the case had been briefed and twice argued and the issues had been given the most serious consideration. Since the first *Brown* opinion, three new Justices have come to the Court. They are at one with the Justices still on the Court who participated in that basic decision as to its correctness, and that decision is now unanimously reaffirmed.

The principles announced in that decision and the obedience of the States to them, according to the command of the Constitution, are indispensable for the protection of the freedoms guaranteed by our fundamental charter for all of us. Our constitutional ideal of equal justice under law is thus made a living truth.

Canada, Still "The Unknown Country"

Robin W. Winks

SOMEWHAT over a decade ago, as World War II was ending, Arthur A. Hauck, President of the University of Maine and student of Canadian-American affairs, prepared a short statement on "Education and Canadian-United States Relations" for the readers of *Social Education*.¹ This statement was a concise presentation of President Hauck's findings for 1931 as based on an extensive questionnaire given to students in 19 high schools in the United States and 25 high schools in Canada.² President Hauck assumed that the situation, while improved by 1945, would be somewhat similar to that of 1931. At that time he found that American high school students knew little of Canada and that Canadians knew but slightly more about the United States.³

With President Hauck's permission the present writer conducted a brief survey in 1956,⁴ using substantially the same questionnaire as had been used in the survey of two decades earlier. Portions of President Hauck's questionnaire,⁵ with several changes made to bring it up to date, were given to 100 students in their final year of high school in three social studies classes of approximately equal size. The three schools were public institutions in Colorado, Connecticut, and Maryland. While this survey was neither as extensive nor as systematic as that conducted by President Hauck, the present writer felt that a brief résumé of the answers provided by presumably typical American high school students might be of interest to the readers of *Social Education*.

Despite a world war which brought Canada and the United States together in a mutual defensive network, and despite a "cold war" which has made Canada America's first line of defense, it cannot be said that American high school

students knew more of Canada in 1956 than they did in 1931 or 1945. Thirty-two percent of the students had visited Canada (28 percent),⁶ 20 percent had intimate friends who were Canadians (27 percent), and 30 percent had relatives who were Canadians (14 percent). Two students occasionally read a Canadian magazine or newspaper (5 percent).

When asked to list books which they had read that dealt with life in Canada, 93 percent of the students, probably in desperation, listed *Call of the Wild*, while 20 listed *White Fang*, 19 listed various forms of "King of the Royal Mounted" and "Sergeant Preston and His Dog King," five listed *Rose Marie* and one listed *The Leather*

¹ *Social Education* 1:67-70, February 1945.

² *Some Educational Factors Affecting the Relations Between Canada and the United States*. Easton, Pa., 1932.

³ See Hauck, "Education and Canadian-United States Relations." *Thirty-Sixth Yearbook*. Bloomington, Ill.: National Society for the Study of Education, 1937. p. 271-279; Thomas J. Malone, "History Texts and American-Canadian Amity." *Historical Outlook* 18:373-377, December 1927; Rising Lake Morrow, editor. *Conference on Education Problems in Canadian-American Relations*. Orono, Maine: 1939; W. Smith, "Why Americans and Canadians Should Each Study the History of the Other Country." *Historical Outlook* 17:119-120, March 1926; Herbert L. Stewart, "Canadian-American Club Contacts." *Dalhousie Review* 23:448-455, January 1944; W. S. Wallace, "The Textbook Poison in Canadian-American Friendship." *Bookman* 48:680-684, February 1919; American Council on Education, *A Study of National History Textbooks Used in the Schools of Canada and the United States*. Washington, D.C.: the Council, 1947; and Dennis H. Wrong, *American and Canadian Viewpoints*. Washington, D.C., 1955. Dean May Hall James of Quinnipiac College, New Haven, Connecticut, recently completed a survey of how students in American public schools study about Canada. A notable effort to overcome the common Canadian complaint that American newspapers do not carry sufficient Canadian news has been made during the last 20 years by *The Christian Science Monitor* (Boston, Massachusetts), which carries frequent articles by the British Columbian journalist, Bruce Hutchison. In particular see the issue of July 8, 1958, p. 9.

⁴ Hauck to writer, Orono, January 16, 1956.

⁵ Hauck, *Educational Factors*, p. 89-92.

⁶ Figures in parentheses represent percentages from President Hauck's survey as published in 1932.

"That Canada remains the 'unknown country,' as Bruce Hutchison has called it, is both true and unfortunate," the author writes. Dr. Winks is an Assistant Professor of History at Yale University.

Stocking Saga (sic). There were no other answers. The inaccuracy of these replies needs no comment.

When requested to put down the first things that came to their minds when asked about Canada, 51 listed "cold," "snow," or "bad weather"; 35 listed "French language" or "the French"; 31 listed "mountains" in some form; and 20 listed the undefended border in some form. Other answers included seals, fur trapping, the Plains of Abraham, Ste. Anne-de-Beaupré, "great size," forests, Royal Canadian Mounted Police, the St. Lawrence River, prairies, the gold rush, big game hunting, the Great Lakes, and hockey.

Estimates on Canada's population ranged from 2 million to 100 million, and 62 percent of the students placed the figure between 40 million and 60 million. Only 21 percent of the students were approximately correct, with estimates between 15 and 20 million (11 percent).

Thirty-eight percent of the students stated that Canada was a monarchy—which is technically correct, but this probably is not what the students had in mind. Fifty-two percent said "democracy," 5 percent said "parliamentary government," and two answered "Dominion" or "member of the Commonwealth." Fifty per cent of the students correctly named Ottawa as the capital of Canada, 40 percent named Quebec, two percent named Montreal, two percent named Toronto, and a scattering of cities was named by the others. Asked to name three of the most important cities, 92 percent did so, with remarkable consistency: 92 named Montreal; as did seven others who could think of no other city; 80 named Quebec; 70 named Toronto; and two named Niagara Falls. The prime minister was less familiar, and only 10 percent attempted to answer (24 percent), with 2 percent (14 percent) correctly identifying Louis St. Laurent (5 percent answered "Anthony Eden").⁷ No one could name Canada's Minister for External Affairs.

When asked to name five living Canadians, not one student could do so (18 percent). Among those who listed from one to four, the most well-known Canadian was Barbara Ann Scott, 36 percent; others were the Dionne sisters, 5 percent; Maurice Richard, 15 percent; and Giselle Mc-

Kenzie, 29 percent. Asked to name five great men in Canadian history, no one could do so. Sixty-two percent listed Champlain (under a variety of spellings), 48 percent listed Cartier, 30 percent listed Montcalm and Wolfe, and ten each nominated Henry Hudson, John Cabot, and William Henry Harrison. Eight named Leif Ericson. Two were certain that a Saint Lawrence had discovered the river which bears his name.

The rest of the questionnaire is too lengthy to repeat here. A summary of the answers to specific questions dealing with Canadian-American relations follows. Fifty-two percent of the students—a remarkably high figure (3 percent)—correctly summarized the Rush-Bagot convention, and 41 percent supplied the correct date. Others confused it with the Webster-Ashburton settlement, three thought that it ended slavery in Canada, one thought that it was an arrangement concerning prohibition, and one thought that it was a "hands-off agreement" concerning rookie football players. One student had heard of the Permanent Joint Board which considers disputes between Canada and the United States, but all had some idea of the outstanding problem which had to be settled: Canada's hiring of American football stars, 81 percent. Other problems less pressing to the teen-ager were: the St. Lawrence Seaway, 48 percent; fisheries, 46 percent; water rights on the west coast, 21 percent; the price of wood-pulp, three percent; and taxation, two percent. One each named "the dispute over who should own Vancouver Island," the "lack of fortifications on the border," and "the controversy over diseased cattle."

A number of interesting misconceptions concerning the Dominion were entertained by the group of students. Seventy-six percent thought that Canada could not negotiate a treaty with the United States without consent from the British Parliament (40 percent), although 81 percent knew that Canada sent her own diplomatic representative to Washington (52 percent) and 95 percent knew that Canada was a member of the United Nations. Sixty-five percent of the students thought that French Canadians constituted one-half or more of the population of Canada (55 percent), although 80 percent knew that most French Canadians lived in the province of Quebec (59 percent). When asked to name the western-most province 62 percent correctly named British Columbia, 10 percent named Alberta, 9 percent changed the Yukon from a territory to a province, and two each named "Toronto" and "Winnipeg." As to the eastern-most province, 20

⁷ College students are not much better. On the day following the election of John G. Diefenbaker the writer asked a class of 60 freshmen at Yale University to name the new prime minister of Canada. Five correctly did so, having read the *New York Times* that morning as part of an assignment in another class.

percent correctly named Newfoundland, 64 percent named Nova Scotia, and 10 percent named Quebec. Ninety-two percent felt that American emigration to Canada was negligible while 97 percent thought that immigration from Canada had been heavy. Ninety-nine percent felt that Canadians made good citizens but 78 percent felt that there should be some restrictions on immigration. Seventy percent knew that Canada is larger than the United States (38 percent).⁸

The students had a clearer conception of the economic ties that bind the two North American nations together. Eighty-six percent knew that American investment in Canadian industry exceeded British, 61 percent knew that many Canadian factories were subsidiaries of American firms, 97 percent were aware of how badly the United States needs raw materials from Canada, 60 percent knew that we exported little in the way of food products from Canada, and 69 percent realized that Canada was a heavy importer of our manufactured goods.⁹

Questions which required a response indicative of a personal attitude rather than of factual knowledge were included in the questionnaire. Sophisticates all, each student dismissed commercial motion pictures as a means of learning about Canada (57 percent), but 40 percent felt that television provided them with some useful knowledge.¹⁰ Sixty-one percent felt that the crime rate probably was higher in Canada than in the United States, while 62 percent thought that the Canadian "Mountie" was less likely always to get his man than was the F.B.I. agent. Eighty-two percent considered that Canadians had as much freedom of speech as Americans did, although 69 percent thought that Canadians were subject to the British Crown in a prohibitive way. Sixty percent of the students had met Canadians and had liked them.

Finally, the students were asked a few questions on American relations with Canada. Only nine

percent thought that we had fought a war against Canada in the last one hundred years (17 percent), and 74 percent felt that there could be no dispute with Canada which could not be settled by peaceful means (81 percent). Sixty percent were not aware that we had fought a war against the British North American provinces in 1812 (35 percent). Eighty percent felt that relations were more friendly since World War II than they had been before. Most significantly, 89 percent (as compared to 52 percent in 1931) felt that the United States should leave the Canadian boundary without fortifications. When asked whether the United States should annex Canada, 76 percent said no, and 21 percent said that if Canada asked for admission to the Union it should be granted.¹¹

Clearly American high school students are well-disposed toward their Canadian neighbors. They generally are aware of Canada's importance to us and of our importance to Canada. On the other hand, they are factually ignorant of Canada, do not understand that she is a totally independent nation, and are confused concerning her culture.¹² They do not appear to be substantially better informed than were their parents who, in part at least, made up the group examined by President Hauck. That Canada remains the "unknown country," as Bruce Hutchison has called it,¹³ is both true and unfortunate.¹⁴

⁸ On the other hand, according to a survey taken by the *Toronto Star* (June 15, 1943), 21 percent of the Canadians queried said that they would be willing to see Canada become part of the United States.

⁹ The writer joins those who feel that map makers should use some other color than red for the Dominion, for to young minds this establishes an almost Pavlovian link with Great Britain.

¹⁰ Hutchison, *The Unknown Country: Canada and Her People*. New York: 1942.

¹¹ If these students continued to college they learned very little more about the Dominion of Canada. For information on university and college interest in Canada, see Reginald G. Trotter, "Canadian History in the Universities of the United States," *Canadian Historical Review*, 8: 190-207, September 1927; Edith E. Ware, editor, *The Study of International Relations in the United States: Survey for 1934*. New York, 1934. p. 280-299 and *Survey for 1937*. New York, 1938. p. 224-241; Milledge L. Bonham, Jr., "Some Reasons for Teaching the History of Canada in the Colleges of the United States," *Historical Outlook* 15:70-71, February 1924; William R. Willoughby, "St. Lawrence's Canadian Affairs Workshop," *Social Education* 15:26-28, January 1951; several of the comments in John Bartlet Brebner, *Scholarship for Canada: The Function of Graduate Studies*. Ottawa, 1945; and Robin W. Winks, "Thirty Years After: Canadian History in the Universities of the United States," to be published in the March 1959 issue of the *Canadian Historical Review*.

⁸ Even with the admission of Alaska to the Union the Dominion of Canada remains larger than the United States.

⁹ For recent statistics on trade relations see "New Role for Canada," *U. S. News and World Report* 45: 29-31; July 18, 1958.

¹⁰ From a random selection of television programs the present writer doubts that students will learn much of Canada. On three recent "quiz programs" five questions concerning Canada were asked of contestants and all were answered incorrectly. A young student from Fordham University thought that Lake Erie was wholly within the United States.

The Academic Preparation of Social Studies Teachers

Willis D. Moreland

WHAT constitutes adequate preservice preparation or academic training for the prospective social studies teacher? There has been considerable discussion in professional literature as to the direction which this training should take, but little attempt has been made to assess the characteristics of institutional programs for the academic preparation of teachers in this area. A study has been recently completed which provides some insight into the kind of social science training provided future social studies teachers in 50 selected colleges and universities throughout the country.¹ These institutions were representative of a broad national sampling which included colleges and universities in 22 states and the District of Columbia. Of these 50 schools, 34 were classified as universities, nine as teachers colleges, and seven as colleges of liberal arts. Basic information as to the kind of academic training provided by these institutions was obtained through the administering of a questionnaire, a study of their catalogues and a personal visitation to five of the 50 institutions. Although the study was concerned with all aspects of the preparation of the social studies teacher, it was of particular interest to note the structure of academic training provided prospective teachers in this particular field in these institutions.

The common pattern of academic training in the colleges for those who desire to teach social studies is either a provision for intensive work in any one of the disciplines of the social sciences or a general major in the social studies which was organized to provide a broader pattern of training. Both of these types of programs are generally accepted by institutions in this study as desirable programs of preparation for prospective social studies teachers. However, the broader

social studies major would appear to be the most predominant type of major for prospective social studies teachers, since 38 of the 50 institutions offer the major in the social studies. However, a large number of institutions provide programs which emphasize intensive specialization in one of the disciplines of the social sciences for teachers in this area. As shown in Table No. 1, this is especially true in the provision for the major in history, and, to a lesser degree, it is true in each of the other major social science areas.

TABLE 1
PROVISIONS FOR TEACHING MAJORS AND
REQUIREMENTS IN SEMESTER HOURS*

Major	Number	Range	Median
Social Studies	38	24-59	40
History	32	15-51	28
Geography	28	13-51	24
Economics	24	13-51	26
Sociology	24	13-51	24
Political Science	23	13-51	25

* For consistency in reporting the data, credit hours reported by those institutions organized on a quarter system have been converted to semester hours by multiplying by two-thirds.

The predominance of the social studies major is perhaps more pronounced than is indicated in the table. Of the 38 institutions offering the major in the social studies, 13 make no provision for any other major in this area. An additional four colleges and universities make provision for only the social studies and history majors as a preparation for teaching in this field. It would also seem evident on the basis of the questionnaire returns and the personal visitation, that although teacher training institutions provide

The author of this article is Associate Professor of Secondary Education at the University of Nebraska.

¹ Willis D. Moreland. *An Analysis of the Preparation of Secondary School Social Studies Teachers in Certain Selected Institutions*, Unpublished Doctor of Philosophy Dissertation, University of Nebraska, 1956.

for both the social studies major and the majors in the individual disciplines, there is an attempt to advise students to elect the broader preparation as a focus for specialization.

In addition to the commonly accepted patterns of preparation indicated above, one university offers prospective teachers an opportunity to elect teaching majors in civics and in an area study of the Far East. Another institution has a combined English-social studies major, presumably for those teachers who are especially interested in working in integrated secondary school programs.

The range of requirements specified in these institutions for a social studies major are generally higher than those prescribed for majors in the individual disciplines. However, from the figures in Table No. 1, it is clear that there is no general agreement as to what constitutes an adequate academic preparation for social studies majors. It is important to note that it is possible for an individual to prepare himself in the broad social studies major with as little as 24 semester hours, as few as 15 hours in the field of history, and 13 in each of the other social science disciplines. It would seem to be questionable as to whether or not this is sufficient preparation for a teacher to be successful in this area.

In contrast to this, the most extensive patterns of academic preparation found in these 50 institutions were the two alternative comprehensive social studies programs at Kent State University which are not included in Table No. 1. These two programs require a prospective teacher to take 85 and 104 quarter hours respectively, with a major in one of the individual disciplines and work in each of the other areas of the social sciences.

The median number of hours required in these institutions in this study for a social studies major is 40 semester hours with a median of 28 semester hours for the history major, 26 for the economics major, 25 for one in political science, and 24 hours representing the median preparation in the fields of geography and sociology. It would seem that these should represent the minimum preparation in each of these fields, and that these could be used as one criterion of an adequate program of academic training for the prospective social studies teacher.

Since the major in the social studies encompasses material from the several social sciences, it is of some importance to note the composition

of this major as reported by the institutions in this study. To what extent is the social studies major characterized by both breadth and depth of preparation in the social sciences? Table No. 2 indicates the number of semester hours comprising a social studies major in those institutions which reported specific requirements for this major.

TABLE 2

DISTRIBUTION OF HOURS OF THE SOCIAL SCIENCES FOR A
GENERAL MAJOR IN THE SOCIAL STUDIES

Subject	Number	Percent	Range	Median
History	34	100.	6-24	16
Political Science	30	88.2	3-12	6
Economics	25	73.5	3-12	6
Sociology	24	70.6	3-12	6
Geography	21	61.8	3-12	3

Only 34 of the 38 schools which offer a social studies major are included in this table since the remaining four have requirements which vary according to the individual student. Of the 34 institutions which make specific requirements for the social studies major, all include some work in the field of history in this major with a lesser emphasis on each of the other fields of the social sciences.

Of the 40 semester hours which comprise the median preparation in the major in the social studies, 16 hours are allotted to the study of history, six hours each to the fields of political science, economics, and sociology, with work in geography being represented with three semester hours. Thus, approximately 40 percent of the social studies major is normally given over to a study of history with political science, economics, and sociology representing 15 percent of the median requirement in the major and a study of geography encompassing approximately 7 percent.

The social studies major is thus characterized by some depth of study in one area and some breadth of study in several of the fields of the social sciences. The emphasis upon history in this major would certainly reflect the position of history in the secondary school curriculum. It is important to note that 21 of the institutions in this study provide for a breadth of study in the social studies major by requiring each student to take some work in each of the areas of the

social sciences as part of the major in the social studies.

Although there are a great many colleges and universities which provide for teaching majors in the individual disciplines, it is important to note that in the large majority of these institutions, a student who elects to major in one of these areas is required to take some work in each of the other social sciences as part of his preservice preparation. Thus, it would seem that either through the social studies major, or the one in the individual disciplines, the emphasis in these colleges and universities is upon a breadth of training as being essential for a social studies teacher.

The provision for teaching minors in the social sciences reflects fairly closely the same general situation as exists in the major preparation. More institutions offer the social studies minor than offer minors in the individual areas of the social sciences, although the emphasis is less pronounced here than in the major preparation. Twenty-nine colleges and universities offer a teaching minor in the social studies, while 28 institutions provide for a history minor; 22 make provision for a minor in the field of geography, and economics, sociology, and political science are available for a minor in 20 preservice programs. Nine colleges offer only the social studies as a minor preparation for teaching in this area, and one additional college makes provision for only the social studies and history minors. The requirements for the social studies minor range from 16 to 31 semester hours, in geography from 11 to 27 semester hours, in history from 12 to 24 credit hours, and in the fields of sociology and political science from 11 to 18 semester hours are required.

The median preparation for an individual who wishes to minor in the social studies is 24 semester hours. The median preparation for a history minor is 18 semester hours, with 15 semester hours in each of the other subject areas. In one institution the requirements for the history minor exceed those of the credit hours mandated for a minor in the social studies. However, this is the exception to the generally accepted rule that requirements for the social studies majors and minors should exceed those for the preparation of majors and minors in the individual disciplines.

The pattern of providing for a social studies minor without work in the field of history is not

generally found in the programs of the institutions in this study. Of the 21 institutions which make specific requirements for a social studies minor, 19 make definite provision for some work in the field of history; a study in sociology is required in 11 colleges; 10 universities mandate some work in the field of political science; nine require hours in economics; and six schools require course work in geography. Thus, the emphasis upon history in the social studies minor closely parallels that of the emphasis in the major field.

Of the 24 semester hours comprising the social studies minor, 11 semester hours are required in the field of history, four in the field of political science, and three each in the fields of sociology, economics and geography. The range requirements for the field of history is from 6 to 18 credit hours; sociology, political science, and economics have a range of from three to seven hours. Thus, a greater emphasis is given proportionately to the study of political science and geography in the social studies minor than is true in the major preparation. Conversely, less emphasis is given in the social studies minor to the fields of economics and sociology than is given in the composition of the social studies major.

The results of this study indicate that there is no one single approach for the academic training of social studies teachers. Although the social studies major is the most predominant pattern of training, specialization in the individual disciplines is still a major facet of institutional preservice programs. It would seem that colleges and universities have not universally accepted the idea that a broadly based program of academic training is a prerequisite to successful teaching in the social studies.

The requirements for the social studies major also show a great deal of variation. It is certainly questionable whether an individual with less than 40 semester hours in the broad social studies major has an adequate background of academic training. Yet, one-half of the institutions in this study require less than this minimum as a preparation for teaching. It is also of concern to note the continued emphasis upon a minor program of preparation as one avenue of preparing social studies teachers. If we expect to improve the quality of teaching in the secondary schools, then teacher-training institutions need to give serious attention to the adequacy of academic preparation which they are providing.

A Fourth Grade Experiment with Film

Letitia Martens

FEARS OF EARLY MAN," a motion picture presenting in visual form nine-year-olds' concepts of the spirit-haunted world of primitive man, shows how children can respond to the challenge of a contemporary art form, used for their own purposes and handled at their own level.

Six boys in my fourth grade at the Midtown Ethical Culture Schools were going through one of those typical stages of pre-adolescent rebellion familiar to teachers of the middle grades. These boys formed a little group, and resisted taking part in the school program. I enlisted the help of the art teacher, Mrs. Angiola Churchill, in an effort to find some means of helping these boys to become more a part of the class. They told Mrs. Churchill that they wanted to make something "on their own," but the suggestions they came up with were either impractical or imitative. Halfheartedly they decided to adopt an idea from another class which had made some highly imaginative robot figures, but they expressed their underlying dissatisfaction with this idea by failing to bring in the necessary materials.

Both Mrs. Churchill and I were aware of their restlessness, and at the next art class I made it a point to be present. "You can't very well make the robots because you haven't brought in the boxes you need to make them with," Mrs. Churchill pointed out. "Perhaps you'd like to try to build a space ship."

"That's *old* stuff," the boys replied. "We're past that now. Couldn't we make a film strip?" they asked. "Why not a movie?" I suggested.

This was not as new or startling an idea as might be supposed. The class had seen many films to supplement their academic program and had become aware of esthetic values in motion pictures through discussing not only their informa-

tional content but also their photographic quality and technique. In any school, when children become really interested in an art form they often want to try it out for themselves. This group had several times suggested the possibility of making a movie but had not found a subject.

Now, the six boys eagerly welcomed my suggestion. As they considered ideas for a film, they expressed a preference for the old movie, "King Kong," which had just been revived on television. Mrs. Churchill and I were both somewhat appalled. "Is this education?" we wondered. "If a spaceship is 'old stuff,'" Mrs. Churchill said, "'King Kong' is still older!" But the antique thriller seemed to hold a sinister fascination for the boys. As they beat their chests and roared in imitation of the giant ape, Mrs. Churchill, with insight gained from her intimate knowledge of these children, remarked quietly, "You know, it seems to me that what you are really interested in is how we represent things that frighten people."

This comment triggered a discussion of characters and concepts that had made people afraid in the past; for example, the Sphinx, witches, dragons, the edge of the world over which sailors on the Santa Maria feared they might fall. As the discussion grew more exciting, it gradually drew in most of the other boys and girls in the room. The final decision was to attempt a film about "Fears Throughout History."

An experienced "still" photographer, I offered to try my hand at operating a movie camera. As it turned out, except for a few trial runs at the beginning, I did not do any of the actual shooting until during the last two days of school.

For six weeks, the children, together with Mrs. Churchill and me, worked on their film for part of each day. Eventually they came to realize that "fears throughout history" represented too large an area for them to cover in the time at their disposal, and they decided to confine their film to the world of primitive man, which had been the central theme of that year's social studies. In the third grade this class had been fascinated by

A teacher in the Ethical Culture Schools here reports on a project she carried on with a group of pupils in the fourth grade.

the primeval world and its strange animals. In the fourth grade they had embarked on a study of cultural development during the Stone Age. Inspired by an article in *Life* magazine about how early man lived, they had gone on to do a good deal of research which had provided them with a foundation for work on their film.

They were well prepared, too, for undertaking to create, through a medium that they had never used before, an expressive work of art. From the time they were in nursery school the arts program had made the children conscious of the special characteristics and values of many different materials. They had learned that there is always more than one way to express an idea. Each child had been encouraged to develop ways of working correlated with his own experience and imagination. These nine-year-olds, for example, came up with two "suns" for their film, each conceived quite differently by the child who made it. Their three "rain gods" were not duplicates but represented three distinct ways in which the children expressed individual concepts.

As they worked on their film the boys and girls learned more and more about how to shape various materials so as to put their ideas across. In the growth of these ideas there was a two-way movement between material and concept. For example, one child discovered in metallic papers and gold and yellow cellophane substances with which to make tangible the sun he had in mind. Another, manipulating flexible reeds, found they made ideal frames to give a circular shape to thin fabrics. These springy hoops, he soon realized, also gave the fabric a restless motion of its own. From this discovery came the bodies of a swarm of colorful imps which pranced airily across the screen.

The children sought avidly for information which would help them understand primitive man and his way of life. Chapman's film, *Cradle of Man's Art*, which shows the prehistoric cave paintings at Lascaux, France, brought the children face to face with the people about whom they were studying. The film meant more to them because they had read Hans Bauman's *Caves of the Great Hunters*, a story about the discovery of these paintings by boys of their own age. Books like M. Edel's *The Story of People*, Peter Lum's *Fabulous Beasts*, and *First Men*, by I. and H. Goldman also helped the class to relate the studies of anthropologists to their own subject.

I supplemented the children's own reading by reporting and reading to the group from such books as Ralph Linton's *Tree of Culture* and

Fraser's *Golden Bough*. Some of this material might seem beyond the scope of a nine-year-old's comprehension, but in their eagerness to gain knowledge necessary for the preparation of their film, the children were stimulated to greater understandings and to the utilization of more advanced material. They achieved an identification with the people whose emotions they were trying to represent in visual and tactile form. This empathy and the need to mold their study material for the demands of an art form enriched and unified their whole program.

The description of their film, written by the children, shows to what extent they succeeded in identifying themselves with human beings who lived thousands of years ago:

Early man did not live alone with the animals, the birds, and the fish. There were many spirits living on the land, in the sea, and in the air. Each spirit had a different job. . . . Some spirits were good. Some spirits were evil. . . . One cold and stormy night primitive man came back to his cave after a day of hunting. He had had bad luck that day. There was little to eat. So tired and hungry he lay down and went to sleep. Even his sleep was not undisturbed. The spirits he was aware of came to visit him in his dreams.

Through this process of identification many of the children gained greater understanding of the nature of their own nine-year-old problems, and were able to handle them more effectively.

Although "Fears of Early Man" represents the distilled essence of a year's intensive work and study, it is not to be regarded as an example of technical achievement. We do believe, however, that it has the integrity of a work of art that springs out of boys' and girls' real needs and interests and reflects their knowledge. The children wanted to make their film beautiful to look at, to make it tell a story and portray and arouse emotion. Their own criticisms show that they feel they succeeded better at evoking moods than at making their plot clear, although they apparently did achieve enough of both to make the experience satisfying to them. In creating this film the children gained confidence in themselves and a greater appreciation of one another's abilities.

Since every child took part in the project at his own level of maturity, each one grew and developed as an individual to a degree that would not have been possible if the class had followed a preconceived form or if the primary emphasis had been on professional quality, either of the artifacts or of the film itself.

The children did not work from a script. Their

(Concluded on page 390)

Summaries of Significant Research

Kenneth Sheldon

IN AN era when the values and behaviors of our young people are being questioned on an ever-widening scale, it is illuminating to read the findings and conclusions of a thesis written in 1954 at Stanford University by Dr. Trevor Knott Serviss on the subject of "What America Means to High School Seniors."¹

The problem the author investigated is explained quite simply in the title of the thesis. In other words, what do seniors in United States high schools consider to be the primary characteristics of their society?

Some 6,522 students from all sections of the United States responded to Dr. Serviss' question with an essay entitled "What America Means to Me." About 65 percent of the responses were from urban residents and 35 percent from rural students. This ratio was roughly the 1950 proportion of urban to rural population in the United States.

In his survey Dr. Serviss undertook to determine the total number of ideas expressed about the United States and classify them; to study the nature and numbers of returns from various states, from geographical areas and from states that were grouped according to the amounts of money spent on education; to determine whether there were differences in the responses of urban and rural students; to compare student ideas about the United States with the views expressed by leading scholars in fields of social science and writers in the field of education; and to study the responses in terms of the civic tasks that most schools accept as their responsibilities in the curriculum outlines. These aims are ambitious, and the results are well worth considering if for no other reason than to be refreshed by the quality of the youngsters who make up the overwhelming bulk of our high school seniors.

This is the third of a continuing series of reports on recent research. These reports are being prepared by Professor Kenneth Sheldon for the Civic Education Center of Tufts University as a contribution to *Social Education*.

These 6,522 students expressed a total of more than 50,000 ideas about their nation. These were grouped under the following headings:

- Physical aspects of the nation;
- Ethical aspects of the nation;
- Social aspects of the nation;
- Historical aspects of the nation;
- Aesthetic aspects of the nation;
- Geographical aspects of the nation.

Out of the 50,000 plus ideas expressed, there were 59 separate ideas about the nation, and the average essay contained eight separate ideas. The number of ideas in individual essays ranged from one to 24. An interesting finding was the similarity of the ideas expressed, regardless of the region or the state in which the respondents lived. The seniors in those states that spent the least money on education had as many ideas as seniors in states that spent the most money on education. One wonders, however, if the expression, selection, and arrangement of ideas could be measured as to relative excellence in these so-called "high" and "low" expenditure states and what the results might be.

Probably the next finding wasn't totally unexpected: that these high school seniors held the same ideas about the United States and its characteristics as those held by leading educators, scholars, and writers.

The real eye opener for many people about the character of our teen-agers can be found in their classification of the relative importance of their ideas about the United States. A whopping 94.4 percent of the respondents felt that the social aspects of the United States, including the Constitutional guarantees, were of first importance. The next category in importance was the ethical aspects of their country. Almost 90 percent mentioned this as being of great importance.

Then, in descending order, the following percentages of seniors mentioned these categories: historical aspects, 46.7 percent; aesthetic aspects,

¹ The original thesis is 210 pages in length. It is available on microfilm from University Microfilms, 313 North First Street, Ann Arbor, Michigan. Price \$2.63. When ordering, ask for Microfilm No. A 54-3414.

30.6 percent; physical aspects, 27.35 percent; geographical aspects, 11.6 percent; scientific and technological aspects, 7.8 percent.

Perhaps many secondary school teachers would have anticipated such an outcome. However, this writer feels that most laymen would have missed the above student judgment on values by the proverbial mile. Perhaps our schools haven't done the best possible job, but here is evidence that they have far exceeded the levels of achievement predicted by the howlers of the imminence of disaster in our public schools. Certainly it would seem that we are raising a generation that has a pretty fine sense of values and of their relative importance in life. We might well pardon the bemoaners of the materialistic trend in our society if they guessed that their own views of relative social values were those held by our youngsters. That this is not so, in the face of the most overwhelming commercial drive to emphasize wealth and possession as the first measures of value in our society, is a sure sign of a task well done by parents and schools. More than this, it presents a bright picture of our high school seniors.

All of these plus factors are parts of a task well done. We must not allow such achievements

to act as rose-colored glasses in viewing the educational jobs still at hand. Dr. Serviss found some shortcomings that can well cause us all to stop and ponder. The individual essays on "What America Means to Me" showed great need for rapid improvement in curriculum, materials, and methods in teaching our youngsters clear-cut ideas about the nation in which they live. Dr. Serviss feels that schools must provide more dynamic education if all our youth is to be aware of and attached to the ideals for which the United States stands.

Our high school seniors have acquitted themselves well, at least in the area of evaluating ideas and standards in our democracy. They have paid lip service to the sort of mature perspective that we hoped would be their response. However, the cynic might ask, "Is their behavior in line with the philosophies expressed in their essays?" There was no check made by Dr. Serviss to see what their behavior might have been. This would make another and most interesting dissertation, with some difficult problems of measurement. Behavioral check or not, these seniors at least held a mature and responsible idea of the social values that are of the utmost importance in a democratic society.

EXPERIMENT WITH FILM

(Continued from page 388)

story grew day by day out of their engrossment with what they were learning with problems of interpretation. So complete was their involvement that even during the last two days of school, while the teacher was turning the crank of the camera, the children were still actively trying to solve some of these problems—discovering, for example, that ticker-tape gives off reflections like falling rain, or seeing in a length of smoky net the representation of a cloud. This experience increased the students' understanding of film-making as an art and their appreciation for the skill of those who profess it.

We do not mean to imply that children of this age, alone and unguided, can successfully organize the production of even a simple motion picture. They need the help of teachers who can provide necessary guidance without imposing artificial standards. Such a delicate balance is possible when teachers are united in respect for children's intent and capabilities, when they share a philosophy of life and its relation to art

so that they can also agree on esthetic values. A belief in the importance of form in all creative activities—in writing or discussion or in making something with one's hands—motivated both Mrs. Churchill and me in our collaboration.

While we were working on the film we had no thought of its value beyond what our pupils were getting out of it at the time. But the response it has called forth from children and adults who have seen it makes us believe that "Fears of Early Man" may also be interesting and useful as a demonstration of how children who are thoroughly at home in a subject and comfortable in their use of a variety of materials can produce an expressive piece of work.

This film provides an example of how through art activity students may express concretely their identification with their academic program. It also represents a means of fostering the growth of what is unique in each child, while contributing to the objectives of the group to which he belongs.

The World History Course

George F. Markham

TODAY'S changing world calls for a "return to universal history . . . a history that looks beyond Europe and the west to humanity in all lands and all ages."¹ In particular, this approach entails an examination of history and prehistory from a catholic point of view, to develop in the young an appreciation of their true relationship to the peoples of the world, past and present, an understanding that may be vital to solution of the central issue of peace or annihilation.

Toynbee has pointed out that "While the economic and political maps have now been westernized, the cultural map remains substantially what it was before our Western society started on its career of economic and political conquest."² He criticized, for instance, our use of the word "natives," by which we "implicitly take the cultural color out of our perception of them."

This is not the place for an examination of the various approaches to the writing and teaching of history, except to point out the unfortunate over-emphasis on European-centered and American history. Barraclough warns that "our knowledge of European history is no sure guide in the situation which confronts us today; that conditions in the wider world are so different from those in our European past that any 'lessons' or analogies we may derive from European history are more likely to deceive and blind them than to illuminate."³ Our teaching of history has ignored or belittled the contributions of the Oriental peoples and other non-Western Europeans or Latin Americans to our world civilization; it has encouraged the feeling that peoples with different cultural behavior or different skin colors are inferior and fit subjects for exploitation; it has created a parochial viewpoint that can be fatal to an understanding of the world and an intelligent policy toward the world community.

In this article the author argues for a world history course that reaches out for an understanding of people in "all lands and all ages." Mr. Markham is doing graduate work at New York University.

At the outset a word should be said concerning the need for critical examination of all historical accounts, particularly with regard for the tendency of many historians to make the facts fit their preconceived notions of a pattern of history. This danger of "apriorism" John K. Fairbanks described as that of being guided by concepts instead of first testing concepts against empirical data.⁴ Pieter Geyl criticizes Toynbee for this, saying Toynbee attempts to support divine truth "by presumptuously arranging verifiable facts as if the mystery of God's plan could thereby be solved."⁵ In this case, Geyl was paraphrasing and endorsing the remarks of a Catholic scholar. An illustration of this tendency among many historians is the treatment of the Russians as outside "Western culture," since this fits in with dominant West European political thinking. Barraclough attacks this obfuscation from a number of vantage points. He asserts, for instance, that Russia in the nineteenth century "did integrate itself with Europe," that its protest then was "against the encroaching rationalism and materialism of western 'bourgeois' civilization . . ." and that today's political differences "are not, as too often is assumed, the expression of a deep, historical antipathy of the Russian people to the west—or, as is sometimes said, to Europe."⁶ Another illustration is the use of "barbarian" to describe the Germans who invaded Rome. Dopsch demonstrates that the word "barbari" meant simply strangers to Roman civilization.

¹ Geoffrey Barraclough, *History in a Changing World*. Basil Blackwell, Oxford: 1956. p. 18-19. See also the discussion on new emphases in teaching world history in Edith West, editor, *Improvising the Teaching of World History*. Twentieth Yearbook. Washington, D.C.: National Council for the Social Studies, 1949. P. 92-102.

² Arnold J. Toynbee, *A Study of History*. Abridgement by D. C. Somervell. Vol. I. London: Oxford University Press, 1946. P. 36.

³ Barraclough, *op. cit.*, p. 182.

⁴ John K. Fairbank, editor, *Chinese Thought and Institutions*. Chicago: The University of Chicago Press, 1957. P. 68.

⁵ Pieter Geyl "From Ranke to Toynbee" *Smith College Studies in History*, Vol. 39 Northampton, Mass.: Smith College, Department of History, 1952, p. 68.

⁶ Barraclough, *op. cit.*, p. 196-199.

tion. He says that Salvianus of Marseilles described the German *barbari* as purer and more chaste in their mode of life, more just to their dependents and tenants than the Romans, and reported that many Romans fled to them to escape the injustice of their own authorities. "The Germans did not behave as enemies of culture, destroying or abolishing Roman civilization; on the contrary they preserved and developed it. . . . The Germans did not overrun and destroy it in a savage onslaught . . . [but won it] by a peaceful penetration which went on for centuries."⁷

These illustrations indicate the desirability today of using problem-solving techniques and emphasizing reflective thinking in world history classrooms. Specifically, this involves an understanding of the techniques of historiography, a neglected aspect of teaching. One teacher writes that a high school student is able "to grasp the idea that written history is written by *someone*, someone with a point of view, someone who could not possibly record *all* the events of the past, someone who had to *select* the information which he has included in his narrative, someone who connected the events into a web of 'facts' which tell a story of the past."⁸ He urged emphasis on avoiding a "single version of history" and on developing the skill "to evaluate the history for internal consistency and a reasonable point of view."

The problem of selection of material is difficult in any field of history. To make world history meaningful to a student, a framework⁹ must be established to which he can relate the facts selected for classroom work as well as the further reading it is hoped he will undertake. This does not have to be a rigid pattern of history, a la Toynbee or Marx, which seeks to predict the future. No one theory, as was pointed out above, can be the complete explanation. What can be done is a critical examination of history and pre-history in a manner to make today's world understandable. This calls for a blending of anthropology, economics, and political geography in the

study of world history—cultural history.

One guidepost to keep in mind is the thesis of Bronislaw Malinowski, that freedom and civilization are inseparable.¹⁰ The thesis, taken in a broad interpretation, explains the explosive nature of nationalism today. It also ties in with the Whittlesey formula for the history of political society, although the latter does not provide an adequate explanation of the force of nationalism in the underdeveloped area of the world today.

However, Whittlesey's ideas are a second useful guidepost. He saw society first establishing a government "adequate to cope with pressing problems arising from an expanded utilization of earth resources, then a prolonged struggle to instill in this effective but brutal government a recognition of human values." This would be followed by a "renewed extension of technologic control over material means of existence, and once more the compulsion to find a political formula which will facilitate the functioning of the new economic life."¹¹ Whittlesey developed this formula in the depression decade just before World War II, when he was pessimistic about society being able to solve its economic problems within a democratic framework.

A third guidepost is the idea of progress, not the Christian-Judaic philosophy that man is on a perpetual upward curve in accordance with some divine plan, but the theme of Childe's "Man Makes Himself." Man has progressed in conquering his environment, even though some societies have declined, and has it in his power to continue this advance. Says Childe:

The superstitions man devised and the fictitious entities he imagined were presumably necessary to make him feel at home in his environment and to make life bearable. Nevertheless the pursuit of the vain hopes and illusory short cuts suggested by magic and religion repeatedly deterred man from the harder road to the control of Nature by understanding. Magic seemed easier than science, just as torture is less trouble than the collection of evidence. . . . Urban revolution, made possible by science, was exploited by superstition. The principal beneficiaries from the achievements of farmers and artisans were priests and kings. . . . Man made the superstitions and the institutions of oppression as much as he made the sciences and the instruments of production. In both alike he was expressing himself, finding himself, making himself.¹²

The fundamental unity of all mankind could be described as a fourth guidepost. This is what

⁷ Alfons Dopsch, *The Economic and Social Foundations of European Civilization*. London: Kegan Paul, Trubner, & Co., Ltd., 1937, p. 89-91.

⁸ Michael Chiappetta, "Historiography and the Teaching of History," *Social Education* 18: 175-176; April 1954.

⁹ See F. M. Powicke, *Modern Historians and the Study of History*. London: Odhams Press Limited, 1955, p. 231, for an extreme position on intensive drill on dates and maps, "a chart of history," then drill on facts, then discussion to stimulate reading for understanding.

¹⁰ Oscar Halecki, *The Limits and Divisions of European History*. New York: Sheed & Ward, 1950, p. 185.

¹¹ Derwent Whittlesey, *The Earth and the State*. New York: Henry Holt and Company, 1939, p. 55.

¹² V. Gordon Childe, *Man Makes Himself*. London: Watts and Company, 1936, p. 267-268.

George Peter Murdock calls a "universal culture pattern." He says "the fundamental biological and psychological nature of man and in the universal conditions of human existence" links all known cultures, ancient and modern, simple and complex.¹³ "Despite immense diversity in behavioristic detail, all cultures are constructed according to a single fundamental plan." He lists more than 100 items found in every known culture in history, including such things as food taboos, sports, calendars, hygiene, modesty, ethics, feasting, division of labor, government, music, soul concepts, law and education. An aspect of this, important to this discussion, is Toynbee's contention that in the 450 years since the West conquered the East the latter has been re-educating itself to the fact that it is part of a world which includes the West, but that the West, until now, has failed to recognize that it must do the same thing.¹⁴ From a practical point of view, of course this guidepost involves the mutual respect and appreciation due among all societies, races and peoples, as mentioned in the introduction.

Finally, the student should keep in mind as a guidepost the developing pattern of economic (especially technological) growth and change. This is the key thread running through all history and prehistory. From the point of view of understanding the problem of the underdeveloped countries today, the developments in India and England in the last half of the eighteenth century are a significant illustration. England secured control in Bengal at the minor Battle of Plassey in 1757. The wealth of India pouring into England made possible the utilization of new, revolutionary inventions: The flying shuttle and coal smelting in 1760, the spinning jenny in 1764; the spinning mule in 1766; the steam power engine in 1768 and the power loom in 1785. (In 1760, English textile machinery was at the level of India and the English iron industry was in decline due in part to shortage of wood fuel.) On the other hand, "connection with the first industrialized country in the world brought a retrogression in the economy of India."¹⁵

A further facet of this question, having to do with changes in transportation, as well as related

geographic factors, is commented on by Panikkar and Toynbee. The former says that the conquest and control of the East in the Vasco de Gama era, 1498-1949 (until European navies got out of China), represented the triumph of maritime power. He added that "The final failure of the European effort to conquer and hold Asia is an example of the limitations of sea power. . . ."¹⁶ Toynbee brings this up to date by describing the significance of the air age, which may shift the center of world power to a point between the eastern and western areas of population—perhaps to near ancient Babylon!¹⁷

As indicated above, universal history should not be as European-centered as has been the custom in history textbooks. This does not mean, say, playing-down Europe's role in world history. As Halecki says, European initiative created the present world relationships, and "The history of that process is a history of European discoveries, expansion and influence, whatever we may think of their methods and merits."¹⁸ But events should not be looked at only through European eyes. Toynbee has a good account to illustrate this point. Al-Gabarti, the great Egyptian historian, closed his narrative of the events of the year of the Hijrah 1213 (June A.D. 1798 to June 1799) with these words:

So this year reached its close. Among the unprecedented events that occurred in it, the most portentous was the cessation of the Pilgrimage from Egypt [to the Holy Cities]. . . . The like of this had never happened in the present age, and never during the rule of the Banu 'Osman. [Truly], the ordering of events lies with God alone.

This was the year in which Napoleon descended on Egypt, and that event had been fully described by Al-Gabarti earlier in his long report, but the arrival of the French armed forces did not have first rank in the historian's scale of values. For, the suspending of the Pilgrimage signified a break in Arab unity. And Toynbee asks (with how much more force today?) "Which really was the most important event of A.H. 1213?"¹⁹

With this approach in mind, it would seem that a course in universal, world history should include special emphasis on three areas of study: (1) The present status, and causes thereof, of the underdeveloped areas of the world, (2) The de-

¹³ George Peter Murdock. "The Common Denominator of Cultures." *The Science of Man in the World Crisis*. Ralph Linton, Editor. New York: Columbia University Press, 1945. p. 124-125.

¹⁴ Arnold J. Toynbee. *Civilization on Trial*. New York: Oxford University Press, 1948. p. 71-90.

¹⁵ Kumar Goshal. *The People of India*. New York: Sheridan House, 1944. p. 109.

¹⁶ K. M. Panikkar. *Asia and Western Dominance*. London: George Allen & Unwin Ltd., 1953. p. 11-17.

¹⁷ Toynbee, *Civilization on Trial*, op. cit., p. 90.

¹⁸ Halecki, op. cit., p. 8.

¹⁹ Toynbee, *Civilization on Trial*, op. cit., p. 77-86.

velopment of mankind through prehistory and the early civilizations, with a perspective on the full sweep of this record, and (3) the cultural development and contributions of Asiatic and African civilizations.

Study of the under-developed areas is placed first because for the foreseeable future world attention will be centered there. The world situation means that the study of universal history has a built-in motivation for any high school student. This should be taken advantage of by the teacher. Raymond Kennedy has analyzed the problem as he saw it near the end of World War II in a report "The Colonial Crisis and the Future."²⁰ He noted that most of the then colonial areas were inhabited by Mongoloid and Negroid peoples, the independent areas by Caucasoid populations. At the time of "discovery," the European powers chanced to have superiority in arms navigation, military organization, and commercial efficiency. "The anthropologist, viewing the colonial question in the full perspective of human history, sees the four-hundred-year era of conquest and subjugation which is now ending as a passing phase in the cultural evolution of man. It began with a tremendous superiority over the other peoples of the world in technological and military organization . . . the present truth is that every colonial area has a dual economy: one part being the small-scale subsistence economy, usually agriculture, of the natives; and the other the large export production and trade of the ruling group. Virtually all the cash profits of colonies are derived from the latter sector of the economy, and natives have almost no share in it." He saw the hallmarks of colonialism as: color caste, political control, economic exploitation, low level of social service and lack of social contact between the ruling and "native" segments of the population. Furthermore, he saw three tendencies leading toward dissolution of the system: the declining practical advantages of the traditional colonial organization, the diffusion of Western civilization to colonial areas, and a new international concept of democracy developing throughout the Western world.

Regarding the second area of study, the estimated three billion years of the earth's existence

is hard to visualize. Wendt²¹ has taken a small part of it, the 24,000,000 years from the first appearance of the Tertiary anthropoid apes to the present era, and ticked it off on a 24-hour day. At five o'clock in the morning the half-erect proconsuls arrive. Seventeen hours later they have evolved to armed semihumans and half an hour later, at 10:30 P.M., comes the first man, who becomes acquainted with fire at 11 o'clock. At 11:50 we find the Neanderthal man of the Old Stone Age and at one minute to twelve the present-day man. "Our own cultural epoch, accordingly, bears the same relation to the whole duration of the growth of humanity as one minute does to twenty-four hours."

In the approximately 150,000 years since the first Paleolithic man, the rate of development has varied in different regions. Neolithic man in Europe probably existed about 10,000 years ago, although Stone Age civilization still survives in some parts of New Guinea. It is important to keep Childe's comment in mind: "But one thread is clearly discernible running through the dark and tangled tale of these prehistoric Europeans, the westward spread, adoption, and transformation of the inventions of the Orient."²² Man's dramatic development from Paleolithic food-gathering, to the Neolithic revolution (food-producing), and finally the great scientific development of about 5,000 to 3,000 B.C. which led to the urban revolution are worth particular study for two reasons: the application of the Whittlesey thesis in simple situations and an appreciation of the contribution to our culture of early oriental civilizations, in the valleys of the Nile, Euphrates and Indus.

As for the third area of study, Will Durant said: "Europe and America are the spoiled child and grandchild of Asia, and have never quite realized the wealth of their pre-classical inheritance. But if, now, we sum up those arts and ways which the West has derived from the East, or which, to our current and limited knowledge, appear first in the Orient, we shall find ourselves drawing up unconsciously an outline of civilization."²³ Durant then goes on to list these contributions under eight headings, elements of civilization: labor, government, morality, religion, science, philosophy, letters and art. The summary is impressive and need not be recounted here. An-

²⁰ Raymond Kennedy. "The Colonial Crisis and the Future." *The Science of Man in the World Crisis*, Ralph Linton, editor. New York: Columbia University Press, 1945. p. 308 ff.

²¹ Herbert Wendt. *In Search of Adam*. Boston: Houghton Mifflin Company, 1956. p. 495-497.

²² Gordon Childe. *New Light on the Most Ancient East*. London: Routledge & Paul, Ltd., 1950. p. 1.

²³ Will Durant. *Our Oriental Heritage*. New York: Simon and Schuster, 1954. p. 934-937.

(Continued on page 400)

Bibliography of Textbooks in the Social Studies 1957-1958

Louis M. Vanaria

This listing is the tenth annual supplement to the 48-page bulletin published in September, 1949, by the National Council for the Social Studies (see Alice W. Spieseke, *Bibliography of Textbooks for the Social Studies*, Bulletin 23, September 1949, and the subsequent annual supplements appearing in *Social Education*). Copies of the bulletin may be obtained for 75 cents each; reprints of the supplementary listings, 10 cents each. Send your orders to Merrill F. Hartshorn, Executive Secretary of the National Council for the Social Studies, 1201 Sixteenth St., N.W., Washington 6, D.C.

The present listing continues the recently revised format and includes brief annotations. Professor Spieseke's many years of service in the preparation of this department of the journal merit our sincere gratitude. The writer hopes that he will prove to be a worthy successor.

ELEMENTARY SCHOOL

History

AMERICAN FRONTIER SERIES. Edited by Thomas D. Clark, Lyons and Carnahan.

- a. *America's Frontier*, by Thomas D. Clark, Ray Compton, and Amber Wilson; xii + 495 p.; \$4.00; 1958. This attractively bound fifth or sixth grade text presents the chronology of our nation's development from the period of exploration to the present. The narrative is lively and emphasizes people and their accomplishments. Biographical sketches, numerous illustrations, and end materials following chapters and units add a great deal to the attractiveness of the book.
- b. *America's Old World Frontiers*, by Thomas D. Clark and Daniel J. Beeby; xii + 462 p.; \$4.00; 1958 (1949, *America's Debt to the Old World*, by Beeby). This text attempts to help youngsters appreciate their ancient heritage. Three-fifths of the narrative deals with ancient times. Good study aids include attractive black and white and color illustrations. Maps are clear and uncluttered. Geographic influences have not been neglected.

LAIDLAW HISTORY SERIES. Laidlaw.

- a. *Our Country's Story*, by Harold H. Eibling, Fred M. King, and James Harlow; 336 p.; \$2.80; 1958. Supplemented by teacher's manual. This fifth grade text traces the highlights of U. S. history from discovery and exploration to the present. Many illustrations, including cartoons and color photographs, contribute to better understanding of the text. At the end of each chapter are fact quizzes, thought questions that link the past with today, and suggested activities. Geo-

graphic understandings receive special attention in a concluding sixth unit.

- b. *Our Beginnings in the Old World*, by Harold H. Eibling, Fred M. King, and James Harlow; 384 p.; \$3.20; 1957. Supplemented by teacher's manual. This book presents the familiar old world backgrounds content from early times to the establishment of new world colonies. Thought provoking questions within each chapter help the pupil to use his own experiences in making comparisons and drawing conclusions regarding the past and his own way of life. End of unit aids include time lines, discussion and review questions, suggested activities, and a list of helpful books.

Geography

HOMELANDS SERIES OF MODERN GEOGRAPHIES. Iroquois. Each book supplemented by teacher's manual, workbook, and key.

- a. *Homelands of the World*, by Ernest L. Thurston and Grace Hankins; viii + 280 p.; \$3.64; 1958 (1953). This fourth grade text lays foundations for the study of global geography. It begins with the global nature of the world and map use. A back and forth trip across the U.S. is followed by visits to type regions overseas.
- b. *Homelands of the Americas*, by Ernest L. Thurston and Grace C. Hankins; viii + 472 p.; \$4.48; 1958 (1954). This fifth grade text introduces formal geography, picturing nations instead of small groups of individuals. Content deals with the regional and political aspects of the Americas: North, Central, and South. The U. S. receives a regional treatment.
- c. *Homelands Beyond the Seas*. By Ernest L. Thurston and Grace C. Hankins; viii + 504 p.; \$4.48; 1958 (1955). This sixth grade text deals with

Europe, Asia, Africa, Australia, New Zealand, and the Polar Regions. There are statistical tables, a pronouncing index, teaching-learning aids, as well as a variety of maps to supplement the text.

OUR WORLD TODAY. By DeForest Stull and Roy W. Hatch. Allyn and Bacon. Each book supplemented by workbook and teacher's manual for textbook and workbook.

- a. *Journey Through Many Lands*; vi + 169 p.; \$3.64; 1958 (1955). This fourth grade "journey geography" explores every continent as the student travels by various modes and means of transportation. There are many maps and map activities.
- b. *Journeys Through the Americas*; vi + 406 p.; \$4.96; 1958 (1955, 1951). The second volume in this series surveys the geography of seven regions of the United States and includes attention to Canada, Central and South America, and the West Indies. This fifth grade text makes an effort to integrate some of the history of these countries.
- c. *The Eastern Hemisphere*; viii + 408 p.; \$4.96; 1958 (1953). This sixth grade text visits all of the lands in the eastern hemisphere, including the countries of Europe, Asia, Africa, and the Pacific islands. A separate unit (15 pages of text) considers the U.S.S.R.
- d. *The Western Hemisphere*; vi + 374 p.; \$4.96; 1958 (1953). Listed as a text for grade seven, but suitable also for grade six, the fourth volume in this series considers again the geography of the Americas. The economies of these nations receive special emphasis. A major portion of the book gives attention to important industries of the United States and to our Pacific Island possessions.

STECK GEOGRAPHY WORKTEXT SERIES. By George W. Hoffman, M. G. Bowden, and Lorrin Kennamer. Steck.

- a. *Life Near and Far*; 96 p.; 68 cents; 1958. Supplemented by teacher's edition and unit tests. This volume was designed as a beginning Worktext (a patented name for a consumable book that combines workbook and text) in elementary geography normally placed in grade three. Simple map concepts are developed in the first unit. Subsequent units deal with global relationships, the atmosphere, living in different communities, and forest conservation. The teacher's edition offers many suggestions for presenting each unit.
- b. *Life in Different Lands*; 111 p.; 68 cents; 1958. Supplemented by teacher's edition and unit tests. This Worktext was designed for grade four. Building on concepts developed in previous work, the text expands the scope of geog-

raphy to include representative broad types of world communities (hot, wet lands; desert areas; temperate lowlands; and highland areas). "Taking Care of Our Grasslands" appears as a concluding unit, continuing the theme of concentrating at each grade level upon one aspect of conservation.

Fusion or General Social Studies

BALDWIN AND PHILLIPS: *Discovering the Other Americans: The Peoples of Latin America*, by Dorothy F. K. Baldwin and Claude A. Phillips; xiii + 255 p.; Lyons and Carnahan; \$3.00; 1958 (1946, *Understanding the Latin Americans*, by Farthing and Phillips). Written for children of the upper elementary grades, this book can be used to provide an understanding of our neighbors in Latin America. Two introductory parts employ a biographical approach to trace the attainment of independence. Part three deals with Latin American culture, including folkways, geographical influences, recreation, and communication and transportation. Short chapters in parts four and five sketch the history and geography of each republic.

BASIC SOCIAL STUDIES. Row, Peterson.

- a. *Basic Social Studies II*, by Thelma Kier Reese and Thomas J. Durell; 168 p.; \$2.32; 1958. Supplemented by teacher's guidebook. The primary program in this new series actually begins with *Basic Social Studies Discussion Pictures* (list price, \$28.00), 22½ by 30 inches in color, showing 24 social situations common to 5-to-7-year-olds. A guidebook is available. *Basic Social Studies II*, for second grade, deals with community life and helpers, and makes effective use of pictures to augment text material. The guidebook reproduces pages from the text in conjunction with teaching plans that list understandings and skills to be developed, procedure, extended experiences, and aids in evaluating teaching and learning. The development of map concepts receives some attention.
- b. *Basic Social Studies III*, by Dorothea Wein Partch and Thomas J. Durell; 224 p.; \$2.72; 1958. Supplemented by teacher's guidebook. Food, clothing, and shelter constitute the major sections of this text, with each section consisting of several units. There is a very brief concluding section on transportation. Many black-and-white pictures supplement text material. Included in review activities is an information review page of pictures that bring together unit understandings. The map concept development program is continued by introducing additional symbols, the scale, and the globe.

CURRICULUM FOUNDATION SERIES: THE BASIC SOCIAL STUDIES PROGRAM. Scott, Foresman.

- c. *In The Neighborhood*, by Paul R. Hanna and

Genevieve Anderson Hoyt; reading advisor William S. Gray; 200 p.; \$2.88; 1958. Supplemented by teacher's edition. Five different neighborhood types provide the settings for the content of this second grade text. Each neighborhood is introduced with a double-page, detailed picture and is concluded with a simple map drawing. A concluding section, "Your Own Neighborhood," contributes to promoting thinking abilities. Although intended for use in both halves of second grade, the vocabulary is intended for the 2-1 reading level.

FOLLETT NEW UNIFIED SOCIAL STUDIES PROGRAM. Follett.

- a. *Billy's Friends*, by Alta McIntire and Wilhelmina Hill; 143 p.; \$1.62; 1957. Supplemented by teacher's guide. Each of the six units in this first grade text includes a picture dictionary useful in developing concepts and introducing vocabulary. Attractively illustrated stories deal with situations in the children's homes, their school, and their neighborhood. Songs and poems are part of each unit and a summary section, "A Time for Telling," is designed for review and for the checking of concepts.
- b. *Billy's Neighbors*, by Alta McIntire and Wilhelmina Hill; 160 p.; \$1.74; 1957. Supplemented by teacher's guide. This second grade text includes eight units that deal with the home community and community helpers. Picture dictionaries in each unit, stories written in dialogue form, songs and poems, and a special review section add to the attractiveness of this book.

LIVING IN OUR WORLD SOCIAL STUDIES SERIES. By Helen Heffernan and Sybil Anderson. Harr Wagner.

- b. *Girls and Boys at School*; 63 p.; \$1.68; 1956. Available in a teacher's edition which includes the pupil's edition, this first grade text consists of full-page, four-color illustrations, each with a single-line legend in large type. Each illustration depicts an individual story of classroom centered activities and school life to provide interest and motivation for discussions, activity, and for developing oral and reading vocabulary. The teacher's guide for this text is informative and useful.
- c. *Days' River Farm*; 76 p.; \$2.20; 1957. Prepared for use as a basic social studies text in either second or third grade, this attractive book describes the Day family and their life on a dairy farm. Visiting a creamery, watching milk being pasteurized, and learning about sanitation and health requirements are a few of the activities and concepts presented. Students should enjoy this portrayal of American farming and farm life.
- d. *Foods From Near and Far*; 76 p.; \$2.20; 1958.

Tom and Nancy visit the wholesale market and discover how fruits and vegetables reach the dinner table. The movement of the nation's food from farm to city, store, restaurant, and home should be exciting and interesting to children who read this second or third grade text. A visit to the banana boat, to a frozen food plant, and to a supermarket introduces an interesting bit of economics.

MACMILLAN SOCIAL STUDIES SERIES: A BASAL SERIES IN HISTORY AND GEOGRAPHY. Macmillan.

- a. *Living Together Today and Yesterday*, by Prudence Cutright, Mae Knight Clark, and Bernice Newell; ix + 278 p.; \$2.88; 1958. This third grade text is the first in a new social studies series under the general editorship of Prudence Cutright. Simple maps, charts, and diagrams supplement the narratives of a cross-country trip, community living, Indian life, and life in the days of the pioneers.
- b. *Living Together Around the World*, by Prudence Cutright and Mae Knight Clark; vii + 296 p.; \$3.12; 1958. This fourth grade text describes four types of environment different from our own in stories about children who live in their native settings. "Findings Better Ways of Living" deals with invention, transportation, and communication. A special feature of this series (not examined by the compiler) is an annotated teacher's edition and a workbook.
- c. *Living Together in the Americas*, by Prudence Cutright, Allen Y. King, Ida Dennis, and Florence Potter; ix + 502 p.; \$4.20; 1958. This is a fifth grade history and geography of the Americas, the West Indies, Greenland, Iceland, and our island possessions. Each unit concludes with a section on contemporary everyday life. Three-fifths of the text deals specifically with the United States. The necessarily limited treatment of other areas should stimulate interest for further study. The study helps are very good.
- d. *Living Together in the United States*, by Prudence Cutright, Allen Y. King, Ida Dennis, and Florence Potter; ix + 421 p.; \$4.00; 1958. A companion fifth grade text, this book is a regional history and geography of the United States that includes a brief treatment of our old world backgrounds and national development. Territorial possessions receive some attention. There are numerous physical, political, and special-purpose maps.
- e. *Living Together in the Old World*, by Prudence Cutright, Walter Lefferts, Harry H. Shapiro, and Israel Soifer; ix + 478 p.; \$4.20; 1958. The sixth grade text in this series opens with a brief description of geographic concepts and swings into a regional organization of content to describe the history and geography of Europe, the Middle East, the Far East, Africa, and the Pacific Islands.

There are separate units for European countries. Fourteen pages of text are assigned to the continent of Africa. The contemporary scene overbalances the old world setting in so much of this text that it should not be confused with texts on the old world backgrounds of American history that deal largely with ancient and medieval history and end their accounts with the age of exploration.

- f. *Living Together as American Neighbors*, by Prudence Cutright and Loyal Durand, Jr.; ix + 406 p.; \$4.08; 1958. This companion sixth grade text covers the history and geography of Canada and of the nations of Latin America. References to the history of the United States are included at "strategic points" to build on previous understandings and to develop relationships. A brief concluding unit discusses hemisphere solidarity in terms of trade, defense, and cultural matters. There are "quick quizzes" and more extensive study helps which appear at the conclusion of each unit.

SCRIBNER SOCIAL STUDIES SERIES. Scribner.

- d. *Building Our Communities*, by Clyde B. Moore, Gertrude M. Lewis, Fred B. Painter, and Helen M. Carpenter; viii + 312 p.; \$2.64; 1958 (1954, 1949). Written in story form for grade four this text describes community life in different settings that include the desert (Navaho), the ranch, the farm, a lumber camp, mining town, fishing center, Alaska, and the big city. A "Learning By Doing" section concludes each of the ten units.
- e. *Building Our America*, by Clyde B. Moore, Fred B. Painter, Helen M. Carpenter, and Gertrude M. Lewis; xi + 467 p.; \$3.28; 1958; (1955, 1953, 1951, 1948). An American history for grade five or six, the book's eight units trace the chronology of national development from the Vikings to Eisenhower. Major emphasis is given to events before the twentieth century. About two-thirds of the book deals with the period before the inauguration of Washington. There is excellent use of biographical materials.
- g. *Building Our World*, by Clyde B. Moore, Helen M. Carpenter, Gertrude M. Lewis, and Fred B. Painter; viii + 594 p.; \$3.52; 1958 (1955, 1953, 1951, 1948). Supplemented by manual, workbook, and key. This is a world backgrounds text for grades six or seven. The authors attempt to integrate social and geographical concepts into the narrative. There are many study helps including color drawings, maps, and meaningful illustrations.

SINGER SOCIAL STUDIES. By C. W. Hunnicutt, Jean D. Grambs, and James A. Smith. Singer.

- d. *I know People*; 256 p.; \$2.52; 1957. This text is the third grade book in the Singer series and is similar in format to its predecessors listed last

year. The book comes in a teacher's edition that includes overviews, objectives, suggested teaching procedures, and resources. A "Companion Book" can be used to reinforce textbook understanding and help students to apply learnings to first hand and new experiences. Elementary concepts in geography are developed in a series of stories about children living in typical contrasting communities in the United States.

JUNIOR HIGH SCHOOL

American History

CASNER AND GABRIEL: *The Story of American Democracy*, by Mabel B. Casner and Ralph H. Gabriel; xiv + 736 p.; Harcourt, Brace; \$4.32; 1958 (1955, 1950, 1946, 1945, 1942). Supplemented by tests, key, and teacher's manual. A 16-page "1958 Supplement" continues the narrative of the third edition of this well-known text.

WAINGER: *The American Adventure*, by Bertrand M. Wainger; v + 727 p.; McGraw-Hill; \$4.96; 1957 (1955). Supplemented by tests, key, teacher's manual, and film guide. Nine units follow a chronological organization. Each chapter focuses on the development of skills in a section called "Learning to Study More Easily." Both teachers and students will value the "Unit Round-up" sections as valuable aids to study and as sources of projects and assignments.

Civics and Citizenship

BILLETT AND YEO: *Growing Up*, by Roy O. Billett and J. Wendell Yeo; x + 454 p.; Heath; \$4.00; 1958 (1951). Supplemented by teacher's manual. This text is for the exploratory type course that was to be a characteristic feature of junior high school curricula. Occupational, educational, and personal guidance form the major content areas. Planning for the future; physical, mental, and emotional health; social problems; school citizenship; and the American standard of living are some of the topics in a text that deals with the real and personal problems of the young adolescent.

PAINTER AND BIXLER: *Citizenship in Action*, by Fred B. Painter and Harold H. Bixler; ix + 598 p.; Scribner's; \$4.40; 1958. The first three units in this text describe our country's ideals and its three levels of government. The next three units are concerned with our economic system and with vocational and educational planning. The final two units discuss parties and politics and various contemporary problems.

SMITH, TIEGS AND ADAMS: *Your Life as a Citizen*. by Harriet F. Smith with Ernest W. Tiegs and Fay Adams; 496 p.; Ginn; \$4.52; 1958 (1955, 1952). Supplemented by workbook and teacher's manual. This is a ninth grade text that is part of the Tiegs-Adams

Social Studies Series. Five units explore our cultural heritage and community living, the world of work, choosing a career, citizenship, and future goals and responsibilities that demand working together. There are abundant study helps and numerous illustrations.

Geography

CARLS, SORENSON, AND HOWARTH: *Our United States in a World of Neighbors*, by Norman Carls, Frank E. Sorenson, and Margery D. Howarth; vii + 472 p.; + atlas of 16 maps; Winston; \$4.88; 1958. Seven pages of statistics, an atlas, a pronouncing index, and an index for teachers to suggested activities supplement this junior high geography. Transportation, communication, natural resources, industrialization, urbanization, and the interdependence of nations receive major emphasis.

HOMELANDS SERIES OF MODERN GEOGRAPHIES. Iroquois.

d. *Our Homeland and the World*, by Ernest L. Thurston and John Van Duyn Southworth; xi + 532 p.; \$4.64; 1958. Supplemented by workbook, key, and teacher's manual. The task set for this book is heroic in its proportions. Divided into four parts, the book really has two parts and a big appendix in need of editorial surgery. Part One attempts to explain citizenship, the universe, global relationships, maps, water, and weather. Part Two deals with our natural resources, transportation, tourism, world trade, industrialization, population problems, and international relations. Part Three is an encyclopedic glossary of the continents, country by country—"full of facts and some interesting details." Part Four consists of statistical tables and an index.

SENIOR HIGH SCHOOL

World History

BECKER: *Modern History*, by Carl Becker (revised by Geoffrey Bruun); xi + 930 p.; Silver Burdette; \$5.32; 1958. This volume lacks the visual attractiveness of recent textbooks but brings up to date a standard modern European history text by a noted historian. The increasing dominance of world history courses will limit the book's applicability as a text in many schools. A new final chapter carries the story of world events from the formation of the U. N. up to the first earth satellite.

EWING: *Our Widening World*, by Ethel E. Ewing; vii + 740 p.; Rand McNally; \$5.65; 1958. Supplemented by teacher's manual and study guide. This book is truly a history of the world. Seven societies—Far Eastern, Indian, Moslem, Slavic, Western European, Anglo-American, and Latin American—are treated topically. Each account presents an historical survey that is culminated by relating the present-day struggle of each society to adapt to the

changes of the twentieth century. Study helps do not clutter the text. One innovation has been the grouping of study questions and activities into a "Workshop" at the end of each major part and not at chapter endings.

WALLBANK AND FLETCHER: *Living World History*, by T. Walter Wallbank and Arnold Fletcher; xvi + 767 p.; Scott, Foresman; \$4.88; 1958. Supplemented by workbook, tests, and teacher's manual. The publisher classifies this as a ninth grade text and suggests it can be used with a slow tenth grade. Pages are double-columned, set in large type, and easy to read. The chronological narrative organizes 34 relatively short chapters into 12 units. Each unit concludes with a section indicating geographic influences. A reference map section, abundant illustrations, and study activities facilitate understanding of the text. The authors seem especially skilled in helping students develop a sense of chronology and continuity.

American History

BRAGDON AND MCCUTCHEN: *History of a Free People*, by Henry W. Bragdon and Samuel P. McCutchen; xxxiii + 735 p.; Macmillan; \$5.32; 1958 (1956, 1954). This new edition has "modern design" that includes a dominantly white binder, a 21-page introductory panorama illustrating the "American Experiment," numerous activities for the mastery of chapters and parts, and an extensive list of annotated readings for each part. Many of the suggested readings are college level. In addition to familiar material, the appendix includes inaugural addresses of Jefferson, Lincoln, Wilson, and F. D. R., the Monroe Doctrine, Populist Platform, and Hoover's philosophy of rugged individualism.

STEINBERG: *The United States: Story of a Free People*, by Samuel Steinberg; xiv + 690 p.; Allyn and Bacon; \$5.16; 1958 (1954). Supplemented by workbook, testbook, and teacher's manual. This revision attempts a fuller treatment of recent American history. The text's 24 chapters follow a chronological pattern and feature a variety of teaching and study aids including questions on the text and activities for individual and group work.

Government

MAGRUDER AND McCLENAGHAN: *American Government*, by Frank A. Magruder and William A. McClenaghan; xii + 756 p.; Allyn and Bacon; \$4.96; 1958 (yearly from 1917). Supplemented by workbook, tests and teacher's manuals for all. This edition brings up to date a widely known text that was carefully rewritten in 1956.

STARRATT AND LEWENSTEIN: *Our American Government Today*, by Edith E. Starratt and Morris Lewenstein in consultation with James M. Burns and

Jack W. Peltason; xi + 516 p.; Prentice-Hall; \$4.48; 1958. Supplemented by teacher's manual. Big government is getting bigger. This text presents the basic patterns of our national government and describes the many activities and problems that involve government officials. State and local governments, foreign policy determination, civil and human rights, and government finance receive specific attention in a text that stresses the role of people in government at all levels. Each chapter contains study, discussion, and activity material.

Problems of Democracy

ARNOLD AND PHILIPPI: *Challenges to American Youth*, by Joseph I. Arnold and Harlan A. Philippi; 624 p.; Row, Peterson; \$5.32; 1958 (1949, 1948, 1946, 1941, 1940). This completely revised sixth edition deals with 29 challenges (chapters) organized into personal, economic, social, and political problems that face young people today. Each chapter previews the challenge, presents the issues, relates the challenge to the student, and concludes with a section containing discussion questions, projects, activities, and reference lists of pertinent reading materials and films.

COLEGROVE: *Democracy Versus Communism*, Kenneth Colegrove; vii + 424 p.; Van Nostrand; \$3.96; 1957. Prepared under the auspices of the Institute of Fiscal and Political Education, this textbook attempts to explain to young Americans the conflict between democracy and communism. The text explores the ideology and practice of democracy and contrasts the avowed principles of Soviet Communism with the realities of Soviet life today.

RIENOW: *American Problems Today*, by Robert Rienow; xviii + 714 p.; Heath; \$4.80; 1958 (1953).

Supplemented by teacher's manual. The second edition of this popular text continues the design of its predecessor. The text has been simplified, but the pattern of organization has not been altered. The presentation of each problem includes background, statement of the problem, current facts, who is interested, what the leaders say, evaluation, and what the student can do.

Psychology

SORENSEN AND MALM: *Psychology for Living*, by Herbert Sorenson and Marguerite Malm; x + 672 p.; McGraw-Hill; \$5.32; 1957 (1948). Supplemented by tests, key, teacher's manual, and film guide. This attractive second edition is divided into five parts that deal with personality; mental and emotional health; physical growth and learning; intelligence and thinking; and courtship, marriage, and career-planning. The chapters on problem solving and critical thinking are interesting and informative.

Sociology

LANDIS: *Social Living*, by Paul H. Landis; ix + 452 p.; Ginn; \$4.40; Third edition, 1958 (1953, 1951, 1949, 1945, 1941, 1938). Supplemented by workbook and tests. Adaptable as a text for a one- or two-semester course in sociology or for the problems of democracy course, this revised edition first examines man in his normal social relationships and then begins the study of social problems. Five chapters examine the American family and its problems. Half of the text stresses problems of democratic government, economic institutions, population growth, urban-rural living, and new goals which our society must seek. The author has appended suggestions for a basic library for the sociology classroom of 42 items, some within the range of student reading, which the teacher will find useful.

THE WORLD HISTORY COURSE

(Continued from page 394)

other of the many interesting reports on the question is that of K. M. Panikkar.²⁴ He makes an interesting point that the Jesuit popularizing of Confucius and Chinese thought in the eighteenth century had a strong influence on the philosophers of the Enlightenment. The latter, impressed by Chinese civilization and culture, used this information to attack the propertied nobility and the Church, the twin pillars of European society.

²⁴ K. M. Panikkar, *op. cit.*, p. 461-485.

And, in reverse, the ideas of the French Revolution, spreading to the East, were the first seeds, lying fallow for years, of the rising nationalism in the colonial areas.

Western technology and enterprise succeeded in the Vasco de Gama era in physically unifying the world. It is a prime task of education in the United States today to create recognition of this fact and the duty we share to bring all mankind to full freedom and dignity.

Notes and News

Merrill F. Hartshorn

Social Education on Microfilm

Arrangements have been made with University Microfilms, 313 North 1st Street, Ann Arbor, Michigan, to have *Social Education* placed on microfilm. This microfilm edition will be of special interest to libraries that are subscribers to *Social Education* and where storage space for back issues presents a problem. The microfilm edition is available only to bona fide subscribers to *Social Education* and may be obtained directly from University Microfilms. Volume XVII 1953 is the first volume of *Social Education* available on microfilm. Price \$1.60 per print.

Kansas

A KCSS luncheon meeting was held November 7 in Salina. Marion Klema of Salina presided. Vera Moon presented a short talk on "Some Values of Membership in the Social Studies Council." The luncheon address bore the title "A Businessman's Viewpoint Concerning Twentieth Century Citizenship" and was presented by G. Robert Gadberry, assistant vice-president of advertising and publicity of the Fourth National Bank, Wichita.

The Kansas Council for the Social Studies met March 22 in Topeka for its Spring meeting. The Topeka Social Studies Council served as host group. Nyle H. Miller was keynote speaker on the topic "Kansas History, the State Historical Society and the Approaching Centennial of Statehood." This address was followed by four discussion meetings on "Pointers for Teachers of Students Writing Local History" for American history teachers; "Kansas" for elementary teachers; "New Teaching Ideas" for the area of geography; and "Resource Assistant to League of Kansas Municipalities" for the government area. Each section meeting was under the chairmanship of KCSS members and each was served by a consultant.

Governor and Mrs. George Docking were guests of honor at the luncheon session. At the business meeting Miss Manie Minford of Topeka was elected President; Alvin Schild of Lawrence, Vice-President; and Frieda Cowles of Lawrence, Secretary-Treasurer.

The concluding session of the KCSS spring meeting was a showing of slides of historical sites in Kansas and a visit to the Kansas State Historical Museum. The meeting also featured an exhibit of books and materials on Kansas history and development.

R.G. and G.H.

Capital District

During the past year the Capital District (N.Y.) Council for the Social Studies conducted a workshop on Labor-Industrial Relations for 15 weeks under the direction of Professor Coblitz of Bard College. This project is under the chairmanship of Paul Saimond and J. Woodrow Sayre of Cornell University. Participants included teachers from Greenville, Berne, Schenectady, Watervliet, Troy, Delmar, East Greenbush, Albany, and North Greenbush as well as representatives from business and labor organizations.

K. S.

Nebraska

The Service Center for Teachers of History of the American Historical Association collaborated with the Nebraska History and Social Studies Teachers Association in its 46th Annual Meeting held April 11 and 12 at Creighton University in Omaha. The Friday night dinner session was presided over by James C. Olsen, President of the Association, and featured Paul H. Clyde, Professor of History and Director of the Duke University Summer Session, who spoke on "Historical Assumptions that Have Shaped Our Far Eastern Policy."

"Challenges of the Space Age" was the title of the talk presented by Edward J. Conway, SJ, of Creighton University at the opening session Saturday morning. The meeting was chaired by James L. Sellers of the University of Nebraska. This was followed by a panel discussion on the *Bulletins* of the Service Center for Teachers of History, chaired by A. Stanley Trickett, chairman of the Department of History at the University of Omaha. Participants were Joe Fisher of Central High School of Omaha and Lyle E. Mantor, chairman of the Division of Social Sciences at the

Nebraska State Teachers College at Kearney.

Verona Jerabek, Vice-President of the Nebraska History and Social Studies Teachers Association, presided at the luncheon meeting at which Dr. Clyde presented an address titled "Far Eastern Policy and the American Teacher." The two-day session closed with a business meeting at which James Olsen, University of Nebraska, was elected President; Verona Jerabek, Omaha, Vice-President; and Irma Warta, University of Nebraska, Secretary-Treasurer.

I.W.

North Carolina

The North Carolina Council for the Social Studies held its Spring meeting in Asheville, March 21. The luncheon meeting featured a presentation dealing with "U. S. History—North Carolina's Television In-School Experiment." Participants included Lois Edinger, Iola Parker, Bill Richardson, and Willard S. Swiers in a panel discussion. An added attraction was an exhibit on places and things of historical interest in North Carolina.

Newly elected officers included Miss Saxon Bray, President; Elizabeth Stack, Executive Secretary; and Richard Craddock, Richard Todd, Sarah Radcliffe, and Nancy Wrenn to membership on the NCCSS Board of Directors. J. D.

Ohio Council

The Ohio Council for the Social Studies held its Spring meeting at Ohio State University, Columbus, April 26. The opening session was chaired by Margaret Felsing, President of the Council, who welcomed members and introduced the speaker, Dudley Williams of the Department of Physics of Ohio State University. Prof. Williams discussed "The Relations Between Methods in the Physical Sciences and the Social Sciences."

Luncheon followed a question and answer session at which time the business meeting was held. Officers who were elected to serve for the coming year include Margaret Felsing, Athens, President; Allen Y. King, Cleveland, President-Elect; Margaret Hoffman, Toledo, Secretary; and Edna Tefft, Cincinnati, Treasurer.

The afternoon session concerned itself with "Classroom Science Projects with Social Studies Implications." Leader of this discussion was Irwin Slesnick, Ohio State University School. Six students then presented discussions of topics with social studies implications. Following the student presentations were study groups which considered "The Relationship of the Social Studies and Science." Leaders for the five groups were Laura

Fisher, Cincinnati; Ruth T. Hargrave, Central College; Lena Hontos, Pike County; Marie Kryzan, Youngstown; and Robert Shrigley, Athens. The all-day meeting closed with a summary of the discussion groups presented by Ruth Haines of Akron. A summary of this meeting is presented in the OCSS *Newsletter*. M. F.

Social Studies Conference

Kent State University (Ohio), The Service Center for Teachers of History, and the U. S. Office of Education collaborated in sponsoring a five-day conference designed to improve social studies instruction in secondary schools. Speakers included Earl Johnson, University of Chicago; Howard H. Cummings, U. S. Office of Education and NCSS President-Elect; Frank Freidel, Harvard University; George Barr Carson of the Service Center; Lawrence Senesh of the Joint Council on Economic Education; Harley W. Mitchell of Scott, Foresman and Company; Leonard Swift of the University of Cincinnati; Clyde Kohn, State University of Iowa; and Roy Wenger, Alfred Skerpan and Gerald Read of Kent State University. The conference was under the general direction of Burton Gorman, head of the Department of Secondary Education of Kent State University.

H. L. D.

Greater Cleveland

An Institute on "The Social Studies in a Science and Space Age" on April 19 was sponsored by the Greater Cleveland Council for the Social Studies and was attended by 146 teachers from 62 different schools in the Greater Cleveland area.

The opening session, chaired by Marie J. Okarma, President of GCCSS, featured David Dietz, Scripps-Howard Science Editor, in a discussion of "The New Age of Science." Five section meetings then followed. George W. Sanford, Case Institute of Technology, spoke on economics; Norman S. Humphries of Baldwin-Wallace College, on geography; Rev. Howard J. Kerner, SJ, John Carroll University, on history; H. Pierre Sacher, Western Reserve University, on political science; and Marvin B. Sussman, Western Reserve University, on sociology.

The luncheon speaker was Erling M. Hunt of Teachers College, Columbia University, who discussed "Implications for the Social Studies Curriculum." The last session of the Institute was a panel discussion of "Practical Applications to the Classroom," with Allen Y. King of the Cleveland Public Schools serving as moderator. Discussants

were Dr. Hunt, Sister M. Amata of Cleveland, Lucille Kenney of Lakewood; Mildred Leighton of Cleveland, Frank Temmerman of Cleveland Heights, and Melvin Young of Orange.

The committee which planned the Institute was headed by Miss Okarma and Helen I. Palmer, President-Elect, serving as co-chairmen, assisted by Eleanor Florance, Helen Reynolds, Allen Y. King, Clifford L. Bush, Carol Cerney, Phyllis Hummel, Betty Jones, Clarence Killmer, Opal McMyler, Edwin J. Podway, Gladys Stevens, and Norma Wilker. C. K.

Pennsylvania Council

The Pennsylvania Council for the Social Studies held its annual meeting in Bedford Springs, April 18-19. Centered around the qualities and qualifications of textbooks, the opening session featured Leo Gans of American Book Company. Group meetings followed Mr. Gans' talk. Saturday speakers included Charles A. Lord and George L. Young of Millersville State Teachers College, Chester A. Holmquist of the University of Pittsburgh, and Ralph W. Cordier of Indiana State Teachers College. These speakers discussed economics, political science, sociology, and history respectively. This session was followed by group meetings which considered the problem of "How These Disciplines Fit into the Whole School Program, K-12."

The luncheon session featured Eugene A. Simon, editor of the *Valley Daily News* of Tarentum, Pa., who made observations about the people he met, the political situation he observed, and the countries he visited during a trip around the world. Mr. Simon illustrated his talk with colored slides.

The program committee of PCSS which planned this meeting included Charles Halt, Margaret Clark, Anne Agnew, Thalia Bock, B. J. Robertson, Lillian Griffith, Rob Ross, Dave Simpson, Peggy Stehr, and Bill Stack. M. C.

Wisconsin Council

The Wisconsin Council for the Social Studies members convened at Madison for a Social Studies Conference on May 3. After an opening business meeting, the group heard Farrington Daniels, head of the Chemistry Department of the University of Wisconsin in a talk on "Science and International Responsibilities." The meeting then adjourned to the State Historical Society for a tour of the museum and the library of the Society. The speaker at the luncheon was James Crow, a member of the committee advising the

Surgeon General of the U. S. Public Health Service on radiation problems. Prof. Crow's talk was about "Biological Effects of Radiation—Why the Experts Disagree."

WCSS sponsored a Social Studies Summer Institute June 30-July 4. The first two days of the Institute were devoted to a study of the history, literature, economics, music, and politics of Russia. Micheal B. Petrovich, Edmund I. Zawacki, Theodore J. Morgan, and Robert E. Crane were featured in this interesting and informative section of the program.

Harriet Stull and Harry D. Berg discussed evaluation in the social studies during the Wednesday sessions, and Merrill F. Hartshorn addressed the banquet session that evening on "Education for Living in the World Community." Thursday sessions included a description of an experiment in teaching eleventh grade U. S. history with the use of a master teacher on television. David Bowman of Oshkosh State College discussed the current status of thinking on student-teacher planning, and John Hamburg of Edgerton considered the legal obligations of social studies teachers in such situations as field trips and projects where the students work in the community. Friday an opportunity was afforded Institute participants to go to the Instructional Materials Center of the University of Wisconsin to view a wealth of materials in the social studies field. B. A.

Western Pennsylvania

The Western Pennsylvania Council for the Social Studies has been holding monthly luncheon meetings to compare notes on projects and methods and materials for teaching social studies. Its outstanding spring project was the Mystery Tour along trails and to historic sites in Western Pennsylvania. A. R. G.

All Social Studies teachers and social studies organizations are cordially invited to send in materials for these columns. Send in notes on the activities of your school organization and other items of general interest to social studies teachers. Mail your material as early as possible to Merrill F. Hartshorn, Executive Secretary, National Council for the Social Studies, 1201 Sixteenth Street, N. W., Washington 6, D. C. Contributors to this issue: Rena Gilson and Garnet Hill, Irma Warta, Kendall Southhard, James Dunlap, Margaret Felsing, Harris L. Dante, Clarence Killmer, Margaret Clark, Beth A. Arveson and Albert R. Goldsmith.

Pamphlets and Government Publications

Manson Van B. Jennings

Economic Problems

For more than three years, the Council for Advancement of Secondary Education (CASE), established by the National Association of Secondary School Principals and under the direction of Galen Jones, has been working on its first major project, a study on Economic Education. As an initial step in this study, CASE published in 1956 a monograph on *Key Understandings in Economics: Derivation, Validation, and Evaluation of Basic Economic Topics* (82 p., available to teachers on request). Shortly thereafter a second Monograph appeared, *Economics in the Press: a Survey of Magazines and Newspapers for Economic Terms* (104 p., available to teachers on request). With these as guides, CASE then began its Economic Literacy Series, a series of booklets designed to provide the kind of background laymen need if they are to pass judgment on the political-economic problems of citizens.

American Capitalism: An Introduction for Young Citizens (Council for Advancement of Secondary Education, 1201 Sixteenth St., N. W., Washington 6: 116 p. 50 cents, with generous discounts for orders of more than one copy) is the first booklet of the CASE Economic Literacy Series to be published. Prepared by Laurence E. Leamer of Harpur College and Dorothy Lampen Thomson of Hunter College, an experimental edition of the booklet was used in 105 high schools in 44 states before the final revisions were made in the manuscript. The result is a readable, teachable booklet having an attractive format replete with charts, graphs, and study guides. Students in problems courses, economics classes, and modern history courses should find this a valuable supplement to available printed materials, and in many instances may find that this booklet can completely supplant the textbook for an extended period of time.

Thus far, seven booklets have been planned for the CASE Economic Literacy Series. The second, *Capitalism and Its Competitors*, is now in preparation and should be available in the near fu-

ture. Subsequent publications will deal with business enterprise, agriculture, labor, money and banking, and the world economy.

The Committee for Economic Development (711 Fifth Ave., New York 22) is now distributing up to 25 copies of many of its publications without charge to schools, libraries, and organized study groups. Its pamphlets are often in the form of committee reports, written for an adult audience. Teachers and selected high school students will therefore find a great deal of value in CED publications, for they are readable and based on scholarly research.

Some months ago, CED published *Economic Growth in the United States, Its Past and Future* (61 p. 50 cents, but free to schools), a statement that describes the growth of the American economy and then indicates what may reasonably be expected in the future. Pertinent graphs and charts effectively illustrate statistical data which are carefully explained in the text.

The New Role of the Soviets in the World Economy (CED: 64 p. 50 cents, but free to schools) was prepared for CED by Michael Sapir, an economist working with the UN's Technical Assistance Administration in Latin America. This study analyzes the dimensions and quality of the Soviet-led economic offensive which the author describes as "a challenge which may be greater to us than of open armed attack."

The Cruellest Tax (CED: 17 p. 50 cents, but free to schools) is a succinct analysis of the nature and cost of inflation. *Defense Against Inflation* (CED: 96 p. \$1, but free to schools) considers various policies that should promote price stability in a growing economy.

Insurance

The Institute of Life Insurance (488 Madison Ave., New York 22) has now revised its *Sharing the Risk* (31 p., free in classroom quantities). Emphasizing the role of insurance in promoting family economic security, the new edition of *Sharing the Risk* includes a new section on health

insurance, and refines its treatment of the principles on which insurance is based. A final section deals with the nature of life insurance and the types of life insurance policies that are available. Dorothy Hamilton has prepared the teacher's guide that accompanies this booklet.

... *Enrollment in Voluntary Health Insurance in Rural Areas* (U. S. Government Printing Office, Washington 25: 20 p. 15 cents) is a Department of Agriculture publication that defines voluntary health insurance, gives the figures on relative enrollment in rural and urban areas, supplies data on the extent of enrollment among farm families, and describes successful methods of stepping up rural group enrollment.

Further information on a specific form of health insurance can be obtained by writing the Blue Cross Commission (Chicago, Ill.), which makes available to teachers a kit of materials on the discussion process; included in the kit are pamphlets on Blue Cross and Blue Shield.

World Affairs

The United States and Africa (The American Assembly, Columbia Univ., New York 27: 252 p. \$1) is concerned with the relations of the United States and the part of the African continent that lies below the Sahara and above the Union of South Africa. The major portion of this volume presents the background papers prepared for the May 1958 meeting of the American Assembly, papers that review the political, social, economic, and cultural life of Africa. The appendix includes statistical tables and maps, together with the final report of the thirteenth American Assembly. While best suited for adult reading, *The United States and Africa* provides an invaluable resource for up-to-date information that is otherwise not readily available.

The Foreign Policy Association (345 East 46th St., New York 17) continues its publications program of timely leaflets and pamphlets that provide authoritative analyses of world affairs. The *Foreign Policy Bulletin* (20 cents each, or \$4 for an annual subscription) is published twice each month in the form of an eight-page leaflet. The *Bulletin* features several short articles that look behind the headlines and present analyses of current foreign-policy issues. The *Headline Series* of booklets (35 cents each, or \$2 for an annual subscription) are published every two months and run to 60 or more pages. Each issue contains an article—sometimes three or four articles—and a major topic related to foreign affairs, and concludes with a useful discussion guide and anno-

tated bibliography of reading materials and audio-visual aids. At this writing, the last three pamphlets to be published are: *Should the U. S. Change Its China Policy?* (No. 129), *Science and Foreign Policy* (No. 130), and *West Germany: New Era for German People* (No. 131) by Hans Kohn. A subscription that includes both the *Bulletin* and the *Headline Series* costs \$6 per year, or \$3.50 for students.

Since we last cited *International Conciliation*, the following titles have been released: *The European Common Market* (March 1958), *The Burma Road to Pyidawtha* (May), and *Issues Before The Thirteenth General Assembly* (September) of the United Nations. The later title, in recent years, has been featured each September. *International Conciliation* is published by the Carnegie Endowment for International Peace (United Nations Plaza at 46th St., New York 17) five times a year. Annual subscriptions cost \$1 per year; single issues at 25 cents each should be ordered directly from the Columbia University Press (2960 Broadway, New York 27).

The State Department, feeling that the American people should understand the nature of the Soviet economic offensive, has published *The Sino-Soviet Economic Offensive in the Less Developed Countries* (Government Printing Office, Washington 25: 111 p. 60 cents). The facts presented in this useful document reveal the dimension of the Sino-Soviet economic offensive; it does not pretend to set forth answers to the problems that confront us, but is limited to a description of the scope and nature of the offensive and an analysis of its motives and objectives.

The International Atomic Energy Agency . . . the First Year (Government Printing Office, Washington 25: 32 p. 20 cents) reviews the purposes of the IAEA and its accomplishments since its inception on July 29, 1957. Here the focus is upon the peacetime uses of atomic energy in accordance with its proclaimed purpose "to accelerate and enlarge the contribution of atomic energy to peace, health and prosperity throughout the world."

Twenty Years After: Two Decades of Government-Sponsored Cultural Relations (Government Printing Office, Washington 25: 20 p. 15 cents) is a brief paper that reviews the past twenty years during which the government has sponsored systematic, long-term encouragement of our cultural relations with other peoples. This survey reveals the types of programs that have grown out of this effort and analyses their role in the conduct of our foreign relations.

Sight and Sound in Social Studies

William H. Hartley

Film of the Month

Wisdom Series. Twenty-five programs of 30 minutes each. Rental, apply to nearest educational film library or contact the distributor for address of nearest rental source. Encyclopaedia Britannica Films, 1150 Wilmette Ave., Wilmette, Illinois.

The schools of America are indeed fortunate in having available a remarkable series of filmed conversations with great personalities of our times. Originally made for telecasts by the National Broadcasting System, they have now been released for general use in schools. These conversations cover an amazing range of subjects and bring together the most striking contrasts in personalities and viewpoints. We find Nehru at ease in his own garden in India; Ben-Gurion in his book-lined study in Tel Aviv; Casals in a cottage in a small French village; Frost in the living room of his Vermont farm home. Each brings to the viewers his thoughts on contemporary and persistent problems.

In each filmed interview the subject talks in an informal way about his life and work. The interviewer asks questions and keeps the discussion moving, but otherwise keeps in the background so as to allow the person being interviewed to become the focus of attention. In most cases the interviewers are young men so that the interview takes on the relationship of the master addressing a student. In the case of the artists and architects who appear, an opportunity is given to see each at work.

The over-all purpose of this series has been to provide "a universal panorama of human leadership in the past half of the century. To this end the following fields and their representatives are presented: Literature—Robert Frost, Sean O'Casey, Carl Sandburg, Sir Osbert Sitwell, John Hall Wheelock; Government—David Ben-Gurion, Eamon De Valera, Herbert Hoover (a 55-minute interview), Jawaharlal Nehru; Administration—Vannevar Bush, Alfred P. Sloan, Jr.; Music—Pablo Casals, Wanda Landowska, Igor Stravinsky; The Dance—Ruth St. Denis and Ted Shawn; Architecture—Walter Gropius, Frank Lloyd Wright; Art—Marcel Duchamp, Jacques

Lipchitz, Edward Steichen; History—Arnold Toynbee; Philosophy—Bertrand Russell; Psychoanalysis—Dr. Ernest Jones; Religion—Dr. Louis Finkelstein, Dr. Paul J. Tillich.

The variety of programs to which these films can contribute is virtually unlimited. They may be used singly for specific units of study in high school, college, and adult extension courses; or as a series for school assembly programs. Watching the interviews and taking part in the follow-up discussion gives to the student a sense of being a part of living history. As an example, one might imagine the reactions of students as they listen to Herbert Hoover speak of his childhood and education, his work as a day laborer and engineer, his world-wide activities in social welfare, his experiences as a leader in public affairs and as President. Finally, he brings the audience right up to the present as he discusses the problems of government in connection with the work of the Hoover Commission.

These films represent what many educators hoped for with the coming of motion pictures and television. Here is today's history captured on film to be used at the teacher's convenience and at a time when the students are prepared and ready for the experience. This series is a vital contribution to education and the preparation of well-informed citizens.

Motion Pictures

Contemporary Films, 13 East 37th St., Inc., New York 16.

The Big City. 25 minutes; rental, \$7.50. A round-up of services provided its citizens by municipal government. The city used as an example is St. Louis.

Coronet Films, Coronet Building, Chicago 1.

Colonial Family of New France. 13 minutes; color or black-and-white; sale, apply. A picture of the life of a farmer, a voyageur, a priest, and others in the French Canada of 1700.

Making Sense With Outline. 10 minutes; color or black-and-white; sale, apply. How the breakdown of subjects into topics leads to a greater enjoyment of study and to better organization of written material.

The Story of Our Money System. 10 minutes; color or black-and-white; sale, apply. A history of our money system shows earliest forms of barter and the development of various types of money.

English History: Absolutism and Civil War. 10 minutes; color or black-and-white; sale, apply. Stresses the changing relation of power between king and Parliament from the reign of James I to the restoration.

Robert Disraeli Films, P.O. Box 343, Cooper Station, New York 3.

Birthday Present to America. 13 minutes; sale, \$75. A class studies about the Statue of Liberty and the viewers learn many interesting facts about this symbol of America.

Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Illinois.

The Battle of Yorktown. 14 minutes; sale: black-and-white, \$75; color, \$150. This film was made in connection with a celebration held at Yorktown. It includes hundreds of regular Army and Navy personnel trained in the tactics of colonial warfare. Described is the stalemates that existed in 1781. Then the movement of Washington southward and the coordination of the army with the French fleet led by De Grasse is pictured. Finally the battle is joined and for eight days the British are under siege. Finally, the American and French storm the British lines and force Cornwallis to surrender.

Modern Talking Picture Service, Inc., 3 East 54th St., New York 22.

You Decide. 28 minutes; color; free loan. Dramatizes the daily problems of American business. What shall be done about the coffee breaks, scientific research, and similar problems. The film invites audience participation. After each problem is presented the viewers are given one minute to decide how they would handle the situation. Then the film shows how each problem was handled in real life by one oil company.

National Film Board of Canada, 630 Fifth Ave., New York 20.

Canadian Geography Series 20 to 24 minutes each; sale, \$80 each. Titles are "Physical Regions of Canada," "Mountains of the West," "The Great Lakes—St. Lawrence Lowlands," "The Great Plains," "The Precambrian Shield," "The Atlantic Region." Land and air photography, maps and animation, are all used to give an accurate impression of the region under discussion. "A people's activity is largely determined by physical environment"—this basic principle is clearly demonstrated throughout the series as each film reveals the direct influence of geographical factors in the development of the area treated.

Public Service Network, Princeton, New Jersey.

Can We Solve the Farm Problem? 10 minutes; sale: black-and-white, \$45; color, \$90. Discusses the problem "Why have price and acreage controls failed to keep farm production in balance with demand and how can we solve this problem?"

American Imports—A New Look. 10 minutes; sale: black-and-white, \$45; color, \$100. A study of foreign trade and the United States policies in regard to world trade and peace.

Text-Film Department, McGraw-Hill Book Co., 330 West 42nd St., New York 36.

Transportation By Air. 15 minutes; sale, \$80. Focuses

attention on the carrying of passengers, mail, and freight. Shows the workers and different types of aircraft. A middle grades film.

Transportation by Water. 13 minutes; sale, \$75. Pictures ocean going liners, ferryboats, freighters, and tugboats. Points out the importance of inland waterways.

Air Power. A series of films on man's conquest of the air. Sale, \$125 each. "Advance the Bomber Line" (battle of Saipan), "Battle of Britain," "Conquest of the Air" (fighter planes over Germany in 1944), "Counterblast" (R.A.F. raid on Hamburg), "Defeat of Japan," "Fools, Daredevils, and Geniuses" (aviation in the twenties), "Interdiction and Blockade," (air and sea power in the Pacific in World War II), "Kamikaze," "Luftwaffe," "Pacific Pattern," "Pearl Harbor," "Schweinfurt."

Filmstrips

Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Illinois.

Canada: People at Work. Series of six filmstrips in color. Sale: per set, \$36; each \$6. Titles are "Fishermen of Nova Scotia," "Villages of French Canada," "Farm and City Life in Ontario," "Wheat Farmers in Western Canada," "Vancouver and the Western Mountains," "Logging in Canadian Forests."

American Authors. Series of six black-and-white filmstrips. Sale, \$18 per set; \$3 each. Titles include "Washington Irving," "James Fenimore Cooper," "Henry Wadsworth Longfellow," "John Greenleaf Whittier," "Oliver Wendell Holmes," and "Louisa May Alcott."

The Jam Handy Organization, 2821 East Grand Blvd., Detroit 11.

Growth of the United States. Series of 6 filmstrips in color. Sale: \$31.50 per set; \$5.75 each. Titles are "The Southeast Frontier," "The Northwest Territory," "The Louisiana Purchase," "The Oregon Territory," "The Texas Annexation," "California and the Southeast."

Mexico—Yesterday and Today. Series of six filmstrips in color. Sale: \$31.50 per set; \$5.75 each. Titles are "The Aztecs," "Cortez Conquers the Aztecs," "Indians of Mexico Today," "Mexican Town and Country Life," "Native Mexican Handcrafts," "Mexico City."

Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago 14.

Living in Central and Southern Europe. Set of four filmstrips in color. Sale: \$19 per set; \$6 each. "Living in Central Europe," "Living in West Germany," "Living in Italy," "Living in Spain and Portugal."

Living in Western and Northern Europe. Set of four filmstrips in color. Sale: \$19 per set; \$6 each. "Living in the British Isles," "Living in France," "Living in Netherlands, Belgium and Luxembourg," "Living in Scandinavian Europe."

Living in Africa. Set of four filmstrips in color. Sale: \$19 per set; \$6 each. "Living in North Africa," "Living in Egypt and Sudan," "Living in Central Africa," "Living in Eastern and Southern Africa."

Living in Eastern and Southeastern Asia. Set of four filmstrips in color. Sale: \$19 per set; \$6 each. "Living in China and Korea," "Living in Japan," "Living in Indonesia and Philippines," "Living in Southeastern Asia," (Burma, Siam, Indo-China, Malaya).

Visual Education Consultants, Inc., 2066 Helene St., Madison 4, Wisconsin.

What Is the Jungle? Sale, \$3.50. One-seventh of the earth's service is covered with jungle. This filmstrip discusses the three types of jungle lands, geographical location, climate, plant and animal life, and the resources and products found in each.

Trade in the Free World. Sale, \$3.50. Discusses the basic objectives of a foreign trade policy, based on the expansion of world trade through the reduction of trade barriers.

Educational Television

Write to the Educational Television and Radio Center (2320 Washtenaw Ave., Ann Arbor, Michigan) for a copy of the brochure, "Educational Television Today." It describes the activities of the 30 ETV stations now on the air. To quote, "Educational television means a new audio-visual aid to build student interest in classwork; a new way to give sound instruction to the ever-increasing numbers of students jamming our schools, and a new way to build public understanding and support of educational institutions.

Work is now under way to put 12 new stations on the air by the end of 1958. Sixteen southern states are developing plans to interconnect their college campuses in an educational television network to bring the best of southern education to audiences throughout the region.

The American Council on Education (1785 Massachusetts Ave., N. W., Washington 6, D.C.), through its Committee on Television issues a monthly "Education Television Newsletter." Copies may be obtained free of charge.

Maps

The Denoyer-Geppert Company (5235 Ravenswood Ave., Chicago 40) has announced the publication of a new series of world history maps. Edited by William H. McNeill of the University of Chicago, this series will consist ultimately of 16 large-size maps (64 by 44 inches) which portray in full-color the history of the world from the origins of man to the present. To date, half of the maps in the series have been published. Major historical trends and developments are shown by the use of such visual symbols as arrows, explosion points, isobars, and silhouette figures. The maps to be included in the series are "World Origins of Man," "Changing Ways of Living, 3000 B.C. to A.D. 1," "The Bronze Age and Ancient Empires to 550 B.C.," "Ancient Empires to 200 B.C.," "Ancient Empires About A.D. 100," "Barbarian Invasions and World Religion to A.D. 600," "Moslem Ascendancy to

A.D. 1100," "Mongol Ascendancy to A.D. 1300," "Beginnings of European Ascendancy to 1600," "European Wars and Expansion to 1763," "The World to 1848," "Backgrounds of World War I to 1914," "Background of World War II," "World War II and Aftermath to 1950," "The World in 1958," "The Physical-Political World, 1958." In the conventional spring roller mounting, the price is \$19.00 each.

Exhibition on Asia

A number of traveling exhibitions are available through the Asia Society, Inc., 18 East 50th St., New York 22. The exhibitions are available free of charge except for the cost of shipment. The exhibitor may keep the exhibit for a period of four weeks. Some of the exhibitions consist of photographic panels which are self-supporting, others are cases of carvings, toys, and household objects. Two exhibitions are now being circulated, one on the Indo-Chinese peninsula, and one on Indonesian Folk Art.

Records

Four new recordings based on the famous Landmark Books have been released by Enrichment Teaching Materials, 246 Fifth Avenue, New York 1. The titles are "Thomas Jefferson; Father of Democracy," "The Vikings," "George Washington: Frontier Colonel," and "The Santa Fe Trail." In each of these recordings top-flight professional actors have been carefully cast and a dramatic presentation results. The four new records come on two long-play, non-breakable records. The list price is \$5.95; school and library price is \$5.29 each record.

Also available from Enrichment Teaching Materials is a new series of recorded documents. Each recording presents a single historical American document, either in whole or in part, read by a trained artist. In addition to the document itself, the recording also includes (1) an account of the events that preceded the writing of the document, (2) subsequent national developments, (3) lucid explanations of the document, (4) authentic songs of the people who lived in the historical period depicted. The first four productions of Enrichment Records—Documents of America include "The Declaration of Independence," "Lincoln's Gettysburg Address," "The Bill of Rights," "Patrick Henry's Famous Speech." These four documents play on two-non-breakable 112-inch, 33 $\frac{1}{3}$ rpm records. The list price is \$5.95 for each record. The school and library price is \$5.29.

Book Reviews

SWORDS INTO PLOUGHSHARES: THE PROBLEMS AND PROGRESS OF INTERNATIONAL ORGANIZATION. By Inis L. Claude, Jr. New York: Random House, 1956. 497 p. \$9.00.

REVOLUTION ON EAST RIVER: THE TWILIGHT OF NATIONAL SOVEREIGNTY. By James Avery Joyce. New York: Abelard-Schuman, 1956. 244 p. \$3.50.

HALF THE WORLD'S CHILDREN: A DIARY OF UNICEF AT WORK IN ASIA. By S. M. Keeny. New York: Association Press, 1957. 254 p. \$3.50.

THREE PROMISES TO YOU. By Munro Leaf. Philadelphia: J. B. Lippincott Company, 1957. 48 p. \$2.00.

THE HIGHEST DREAM. By Phyllis A. Whitney. New York: David McKay Company, 1956. 240 p. \$3.00.

These five titles reveal the wide range of approaches necessary for different age and interest groups in the interpretation of the United Nations and international organization and suggest some of the gaps which still need to be filled in this broad field.

Swords into Ploughshares is an outstanding addition to the literature of the U.N. and international organization. It is comprehensive in content, compact in organization, and clear and crisp in style. It should be on the shelves of every social studies teacher who is concerned about international relations and should be carefully considered as a possible text by those who teach courses at the college level on the United Nations and/or international relations.

The approach is largely through a discussion of problems, such as regionalism, the veto, membership in the U.N., and voting, but it has an excellent and brief review of the historical background of contemporary international organizations, a long but highly readable section on approaches to peace through international organization, and a short account on the future of world order. A highly selective list of readings at the end of each chapter and the Appendixes on the Covenant of the League, the Charter of the U.N., and the North Atlantic Treaty round out this outstanding volume.

At many points the author is critical of the U.N. and international organization, but on the whole he is optimistic about the progress of the

U.N. Typical of his comments is his defense of the men at San Francisco as men of vision, "aware of the developing significance of non-European peoples as full participants in world affairs," his doubt that the U.N. should be "a Moral Accreditation Agency stamping governments judiciously with its Good Housekeeping Stamp of Approval," his belief that the veto has "not been the constantly growing, indefinitely expandable, cancerous factor in the life of the organization which has sometimes been supposed," and his belief that the General Assembly has provided for a Grand Debate on approaches to peace, serving as "a platform and an auditorium, an organized colloquy, a talk shop."

Revolution on East River is a tract rather than a book in which the author fervently champions the cause of world government. In many spots it reads like the notes of speeches, with many phrases in italics, words in capitals, and points numbered. One wonders if we are really entering a period of the twilight of sovereignty, as the author asserts, when one sees so many evidences of the upsurge of nationalism in Asia, Africa, and the Middle East.

Half of the World's Children is the story of UNICEF's highly successful campaign in Asia against tuberculosis, malaria, yaws and other diseases. It is the most thrilling chapter so far in the history of the U.N. and it is well told by the Regional Director of UNICEF for Asia, in a slightly modified form of a diary. At first the story seems superficial but the paragraph- and page-long vignettes have a powerful cumulative effect. The book is highly recommended for teachers and for many high school students.

Three Promises to You is an attempt on the part of Munro Leaf to tell the story of the aims of the U.N. to young children with simple language and humorous pen and ink sketches. It is highly over-simplified and paints the U.N. as a near perfect organization. More than anything else this book reveals again the grave lack of a single adequate account of the U.N. for middle grade children.

The Highest Dream, on the other hand, is expertly and artfully written. Phyllis Whitney has dodged the many pitfalls in the path of a novelist who is telling the story of the U.N. indirectly through the experiences of a young college grad-

New

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uate who becomes a guide for visitors to the U.N. and falls in love with a radio man in that organization. With great skill she has produced an introduction to the U.N. for junior and senior high school girls which should give them something of the U.N. in broad outline and whet their appetite for a more detailed study of its functions.

LEONARD S. KENWORTHY

Department of Education
Brooklyn College

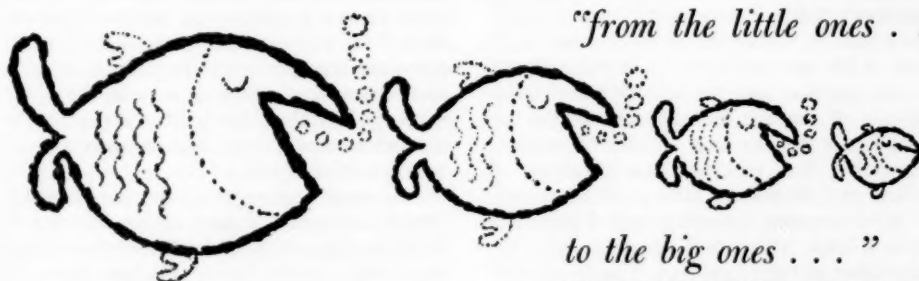
SOVIET RUSSIAN NATIONALISM. By Frederick C. Barghoorn. New York: Oxford University Press, 1956. 330 p. \$7.00.

A HISTORY OF SOVIET RUSSIA. By Georg von Rauch. New York: Frederick A. Praeger, 1957. 493 p. \$6.75.

Both books under review, if read carefully, serve as a vivid case study of the experimentation, flexibility, opportunism, and downright cynicism that has permeated Soviet policy since the Bolshevik seizure of power. In *Soviet Russian Nationalism*, Frederick G. Barghoorn, once United States Press Attaché in Moscow and currently

teaching at Yale University, concentrates on the twisted path Soviet patriotism and nationalism has led.

Mr. Barghoorn is especially interesting in his discussion of the Party attitudes toward the non-Russian national minorities. After the Revolution the Baltic States, Finland and Poland, were permitted to go their own way largely because the embattled Bolsheviks had no other choice. Within the old Russian Empire, however, they attempted—and to a surprisingly large extent succeeded—to create an assimilated and loyal body of non-Russians. Originally, their policy was to offer “generous grants of ‘self-determination’ and local cultural ‘autonomy.’” Each republic even had the “right” of secession although none would have dared exercise it. This pattern later shifted to increasingly sharp reductions in local government and the growth of centralized dictation from Moscow. If these methods were not suitable, terror, discrimination, and deportation were used. Another familiar tool was historical fabrication. The nineteenth-century Turkic hero, Shamil, was duly celebrated until 1950 when the Party decided this was an inordinate expression of ‘bourgeois nationalism’ and too



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Loretta Wolfenberger, Hubbard, Ore.

great a lessening of Great Russian supremacy. Shamil was promptly dubbed an agent of British and Turkish capitalism and sent into historical disgrace. Even Ivan the Terrible, a Great Russian, wasn't immune. Castigated for decades by Soviet historians, the ex-Tsar came to be glorified in the name of patriotism when Stalin realized the marked resemblance he bore his predecessor. How successful have the Communists been in inculcating a “chauvinistic national pride” and absolute loyalty? Professor Barghoorn believes that while the “new Soviet man” is making notable progress “neither the Kremlin nor outside observers can predict or control his future with any degree of certainty.”

In his *A History of Soviet Russia*, Georg von Rauch, Professor of Russian at the University of Marburg, Germany, also offers an interesting and well-documented account of the entire Soviet period—and, incidentally, fulfills a serious need. Other standard historians tend to devote most of their space to events before 1917 but none—with the exception of Frederick L. Schuman in *Russia Since 1917*—has emphasized these vital years. And no writer has made such rich use of Russian and German language sources.

The approach is chronological, the writing clear and at times graphic. Virtually every major and minor incident in nearly 40 tumultuous years is touched upon including, in the attempt to be up to date, a few hasty comments on the Twentieth Party Congress and the Hungarian insurrection. Read together, both of these books can help provide more insight into the Soviet Union than a score of popular tracts designed for the best-seller lists and book clubs.

MURRAY POLNER

History Department
Brooklyn College

GASLIGHT AND SHADOW: THE WORLD OF NAPOLEON III. By Roger L. Williams. New York: Macmillan Company, 1957. 321 p. \$5.50.

In this well-written and interesting book Professor Roger Williams presents in separate sketches the lives of ten fascinating personalities who flourished in the France of 1851-1870. The sketches begin with two political figures, the Duc de Persigny, a professional Bonapartist, and the Duc de Morny, Napoleon III's clever and illegitimate half-brother. Literature and the arts

in this period are illuminated by chapters on Montalembert, Sainte-Beuve, and Gustave Courbet. The historian Victor Duruy is discussed with reference to his accomplishments in educational theory and practice, and the scientific and musical interests of the age are reflected in the accounts of Louis Pasteur and Jacques Offenbach. The charming but unscrupulous Countess of Castiglione and Napoleon III's political enemy, Emile Ollivier, round out this group of portraits.

Here is a book which will entertain both the general reader and the historian. The lively style and the well-chosen quotations reflect the author's careful preparation of his material. There are no footnotes, but a bibliographical section of twelve pages contains critical evaluations of the materials used for this study. *Gaslight and Shadow* is a work of exceptional merit which recaptures in part the charm of a turbulent but colorful era in nineteenth century French history.

BERNERD C. WEBER

Department of History
University of Alabama

OUR UNITED STATES: ITS HISTORY IN MAPS. By Edgar Bruce Wesley. Chicago: Denoyer-Geppert Company, 1956. 96 p. \$3.25. (Paperbound, \$2.00).

Mr. Wesley's atlas is a unique addition to the literature and materials of history instruction. Far more than an atlas in the conventional sense, *Our United States . . . Its History in Maps*, approaches in both scope and content an entire course of instruction in American History from pre-Columbian explorations to the Cold War.

Neither Edgar Wesley nor the Denoyer-Geppert Company need any biographical introduction to the readers of *Social Education*, nor does this represent the first instance of their collaboration. *Our America* wall maps are perhaps as familiar to secondary history teachers as any series in current use. Of the more than forty maps of the new atlas many are based upon the *Our America* series, and readers will recognize others selected from the Albert Bushnell Hart series of *American History Wall Maps*. But *Our United States . . . Its History in Maps* is not merely a reprint of old Denoyer-Geppert Maps. It is a booklet of 95 pages, of which approximately one half are text, and it is in these that the book differs most significantly from the familiar historical atlas.

In his preface Mr. Wesley explains that his book "more than its predecessors stresses the

acquisition of information from the maps rather than carrying additional information to the maps." He has reason to make such a claim. The 45 or more pages of text include study guides to accompany each map, and it is through these study guides that the book, in the hands of a competent teacher, might even constitute a threat to conventional texts.

Any map represents to the experienced, sympathetic viewer a wealth of information hidden from the eyes of the uninitiated. One function of the study guides is to disclose these hidden mysteries through specific interpretation and by relating geographic characteristics to the ideas, forces, and events of American history. Narrative and explanatory text is supplemented by numerous time-lines, tables, graphs, and charts.

The booklet is a forceful attempt to place geography in its proper role of handmaiden to the study of history. It is, however, in no sense a fool-proof solution to the problem. Its success is still dependent on the interest and skill of the teacher in weaving it into the program. But whether it is used as a text, a text-supplement, or a teacher's guide to the use of maps *Our United States . . . Its History in Maps* has a useful place in every American history classroom.

RICHARD W. DAVIS

Syracuse University

CONFESSIONS AND SELF-PORTRAITS. Edited by Saul K. Padover. New York: John Day Company, 1957. 362 p. \$5.75.

Dr. Saul K. Padover, who has achieved a reputation for his *complete* portraits of the founding fathers, in *Confessions and Self Portraits* is again concerned with personalities. This time, however, it is the range of portraits which is "complete"—"4600 Years of Autobiography," the subtitle tells us.

Three main criteria, according to the author, underlie the selections, which are mainly based on subjective experience. Dr. Padover chose writings which reflected critical or decisive periods in personal history; "self-revelation or self-analysis," and personal examination by some crucial personality. The result is—within the inevitable limitations of any anthology—a rich assemblage of over 70 fascinating men and women caught in revelatory moods induced by some great emotion or experience.

Uni's career as a high official of ancient Egypt, one of the oldest autobiographical fragments available, opens the book. The more accessible

facts about Nehru conclude the book, and the selections in between offer wide variety. One can choose the diverse religious experiences of Saint Augustine, Luther, Georg Brandes, Solomon Maimon, Newman, or Tolstoy. Race prejudice as described by Gandhi and Frederick Douglass searingly underscore any objective judgments in this area. Vera Figner and Ernst Toller subject the reader to the dehumanizing aspects of political imprisonment. Radicalism when viewed through the eyes of Debs, Bakunin, Trotsky, and Jack London makes categorizing a little more difficult for the reader. The educational experiences of Franklin, Margaret Fuller, Helen Keller, H. G. Wells, Saint Theresa, Goethe, and J. S. Mill can be read for their sheer interest as well as for instruction they offer. These and other selections are introduced by a succinct but able description of the writer and his work.

The one objection (without fighting the windmill of selection) concerns Professor Padover's general remark that truth is a rare commodity in autobiography. True, as he remarks, egoism, pedagogy, and self-defense are most important ingredients in this type of writing. Nevertheless, it is manifest that autobiography, especially that of the highest quality, reveals a curious desire to tell the truth. Schopenhauer specifically felt that man in the autobiographical mood "seats himself at the confessional."

If the main test of any anthology remains reader interest in the majority of the items selected, there can be little doubt that *Confessions and Self-Portraits* passes the test with an excellent rating.

ALBERT ALEXANDER

Brooklyn (N.Y.) Technical High School

THE CRUCIAL DECADE: AMERICA 1945-1955. By Eric F. Goldman. New York: Alfred A. Knopf, 1956. 298 + ix p. \$4.00.

Eric Goldman's *The Crucial Decade* is a significant contribution to understanding the United States in the post-World War II decade. It will be appreciated by both the layman and the historian. The former will enjoy the work as a synthesis of recent events, told in a readable, humorous, and knowledgeable manner. The historian will appreciate the forthrightness with which the author analyzes contemporary history. In his own words, "the book is history in the most direct sense of the word—a narrative, written with a careful regard for facts, an attempt to

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escape partisanship or other bias, an effort to place events in the longer perspective, and the assumption that the history of man is the story of man."

Professor Goldman treats the crucial decade chronologically, touching upon the social, cultural, economic, and political aspects with particular emphasis on the latter. He focuses much attention on the decade's relationship to the first half of the twentieth century (the "Half-Century of Revolution")—the Truman administration codifying it, the Eisenhower administration responding to pressures to continue it. Into this framework the author weaves the impact of the great domestic and international problems. He analyzes the struggle between the advocates of welfare capitalism and the New Deal and that between the proponents of isolationism and internationalism.

In unfolding his story, Professor Goldman misses remarkably little. The death of Franklin D. Roosevelt, the "ascendancy" of Harry S. Truman, the bombing of Hiroshima, the conversion to peace, economic inflation, the resignation of Henry Wallace, Jackie Robinson's entry into baseball, the philosophy of Taftism, the foreign

policy of "containment," the Marshall Plan, the 1948 election, "Point 4," aid, the Hiss trial, the Fair Deal, "McCarthyism," the Korean conflict, "corruption" in government, the firing of MacArthur, the Stevenson-Eisenhower "race," intellectuals as "egg-heads," and "conservatism" are only illustrative of the subjects covered. The author concludes his analysis of the decade on a note of both pessimism and optimism. "Conspicuous spending," "McCarthyism," and "anti-intellectualism" give rise to good reasons for pessimism. But, to be optimistic, we did not, at a vital juncture, completely turn our backs on the "Half-Century of Revolution" and the concept of internationalism.

This reviewer can find little to criticize in this work. Although analyzing the near-current scene is extremely difficult, the author has successfully escaped partisanship and bias. A reservation based on the absence of footnoting is relatively inconsequential in view of the above-mentioned attributes of the book. *The Crucial Decade* may be supplemented by other analyses of the period but it will not be readily replaced.

MARTIN L. FAUSOLD

New York State Teachers College at Cortland

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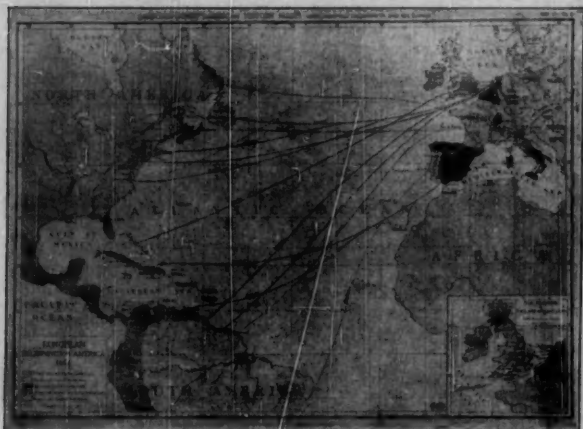
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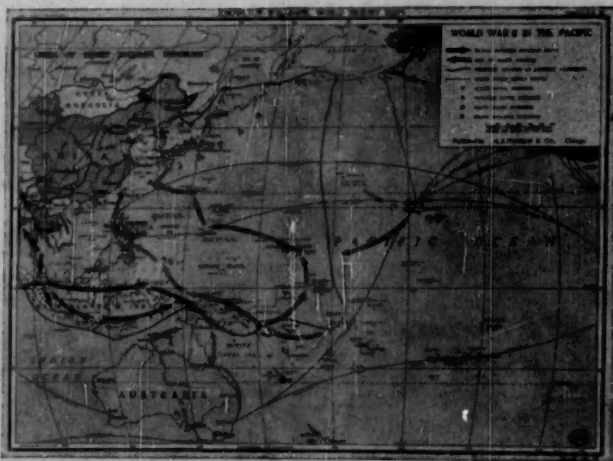
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